

The Status of Women and Affirmative Action/ Employment Equity in Ontario School Boards

Report to the
Legislature by the
Minister of Education

1988



The Status of Women and Affirmative Action/ Employment Equity in Ontario School Boards

**Report to the Legislature
by the Minister of Education**

1988

To: The Members of the Legislative Assembly
Province of Ontario

It is my privilege to present the third annual Ministry of Education report to the Legislature on the status of women and affirmative action/employment equity in Ontario school boards.

Although the Ministry of Education has been actively promoting equal opportunity for female board employees over the past fifteen years, this year the report clearly shows that much remains to be done to raise and diversify the occupational distribution of women in the educational system.

In 1986 Policy/Program Memorandum No. 92 requested that school boards adopt a minimum objective of 30 per cent female representation in all positions and at all levels of employment by the year 2000. Our most recent statistics show that only 17 per cent of Ontario's elementary school principals and 11 per cent of secondary school principals are female, despite increased numbers of women qualified for these and other senior positions. As of January 1989, just two women hold the position of director of education. Few women hold non-traditional positions such as head custodian, supervisor of maintenance/custodial services, or skilled tradesperson. In only one category has the minimum of 30 per cent been achieved: 31 per cent of elementary vice-principals are women.

Since 1985, 102 school boards have participated for at least one year in the Affirmative Action/Employment Equity Incentive Fund and more than \$4 million has been provided in grants. Although 1989 is the last year for this funding, it is my firm expectation that affirmative action/employment equity programs developed with start-up grants will become ongoing, integral parts of the long-term planning and human resources management strategies of Ontario school boards.

In schools, students see in microcosm a reflection of women and men's roles in the paid workforce and from this form significant attitudes about their own future roles in the world of work. I commend those school boards that have achieved positive results by implementing affirmative action/employment equity programs, and I encourage all school boards to take whatever steps are necessary to ensure that the goal of employment equity is reached.

Chris Ward
Minister of Education

March 30, 1989

Contents

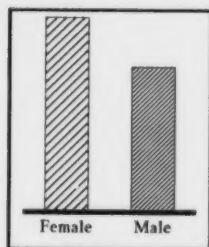
1. The Status of Women in Ontario Education	1
1.1 Ministry of Education	1
1.2 School Boards	3
2. Profile of Women's Employment in School Boards . .	5
2.1 Data Collection	5
2.2 Distribution of Employees, by Sex, Within Occupational Categories	6
2.3 Representation of Employees, by Sex, Within Major Occupational Groups	6
2.4 Distribution of Boards by Sex Composition of Employees . .	8
2.5 Salary Distribution by Major Occupational Group	8
3. The Affirmative Action/Employment Equity Incentive Fund Program	24
3.1 Grants and Criteria	24
3.2 Administration	25
3.3 School Board Participation	25
3.4 Boards in the Final Year of Funding	26
4. School Board Initiatives and Results	27
4.1 Policy Statements	27
4.2 Affirmative Action/Employment Equity Committees	29
4.3 Affirmative Action/Employment Equity Co-ordinator Positions	29
4.4 Action Plans	30

5. Equal Opportunity/Affirmative Action	
Unit Initiatives	32
5.1 Data Collection Project	32
5.2 New Resources	32
5.3 Networks	33
5.4 Women in Leadership Seminar	34
5.5 European Educators Presentation	34
5.6 Summer Experience '88	34
5.7 Bill 69	35
5.8 Annual Reports from Chief Executive Officers	35
5.9 Focus on Leadership II: Affirmative Action in School Boards Conference	35

6. Benefits of an Affirmative Action/ Employment Equity Program	37
--	-----------

Appendix A: Affirmative Action/Employment Equity Incentive Fund Grants to School Boards, 1985-88	39
Appendix B: Female Administrators as a Percentage of Total Administrative Staff, 1987	45
Appendix C: Highlights From Boards That Reached Maximum Eligibility in the Incentive Fund in 1987	55
Appendix D: A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1987	63

1. The Status of Women in Ontario Education



Female employment stands at 57.4 per cent for Ministry of Education staff.

Women are highly visible in the educational system of Ontario. They make up almost half the total population in school boards, colleges, universities, and in the education ministries. In 1987-88 there were 2.3 million women and men, including students and staff, in the educational system; 49.1 per cent were female.

A look at the deployment of women shows that they make up more than half of the employees in school boards (56.6 per cent) and in the Ministry of Education (57.4 per cent). As a result, it may be thought that there is no need to implement special measures and initiatives for women through affirmative action/employment equity programs. However, statistics on the educational workforce show that in 1987, women represented only 23 per cent of Ministry of Education executives, 17 per cent of elementary school principals, and 11 per cent of secondary school principals.

The ministry has been promoting affirmative action/employment equity for women in the educational system for more than 15 years. As early as 1973 the ministry sent a memorandum to chairpersons of school boards regarding the importance of equal employment and promotion opportunities for women.

That memorandum stated, "It stands to reason that an educational system that prides itself on offering equality of opportunity to its students should practise the same attitude in respect to those who serve within that system.... There should be a policy of equal opportunity for employment and promotion which would ensure that qualified and capable women could undertake leadership roles both in this ministry and in local school boards."

In December 1986 the Minister of Education reiterated the government's commitment to the principle of affirmative action/employment equity in Policy/Program Memorandum No. 92: "Nowhere is it more important that this principle be observed than in the province's educational system...."

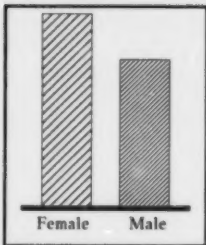
1.1 Ministry of Education

In 1974 the Ministry of Education, along with all other ministries in the Ontario Public Service, introduced an affirmative action program for women. The overall objective of the program was to provide equal opportunity for women, as well as to raise and diversify the occupational distribution of female employees. In 1980 a goal was set to integrate all modules and categories to a minimum of 30 per cent female representation by the year 2000. It is expected that employment equity will continue to be a

priority for school boards as they work towards raising the number and diversifying the occupational distribution of women to a minimum of 30 per cent in all job categories.

Since the appointment of a Woman's Advisor in 1975 and the subsequent formation of the Equal Opportunity/Affirmative Action Unit in 1979 (now part of the Human Resources Branch), ministry staff have been involved in the implementation of the government's corporate objectives. From 1979 to April 1987 the unit's mandate included both the Ministry of Education and the Ministry of Colleges and Universities, extending as well to school boards, colleges, and universities. A separate program was established by the Ministry of Colleges and Universities in 1987.

The Ministry of Education's affirmative action/employment equity program for women employees was expanded in June 1987 to include the corporate development of policy, strategies, and initiatives to address affirmative action/employment equity concerns of racial minorities, persons with disabilities, Francophones, and aboriginals.

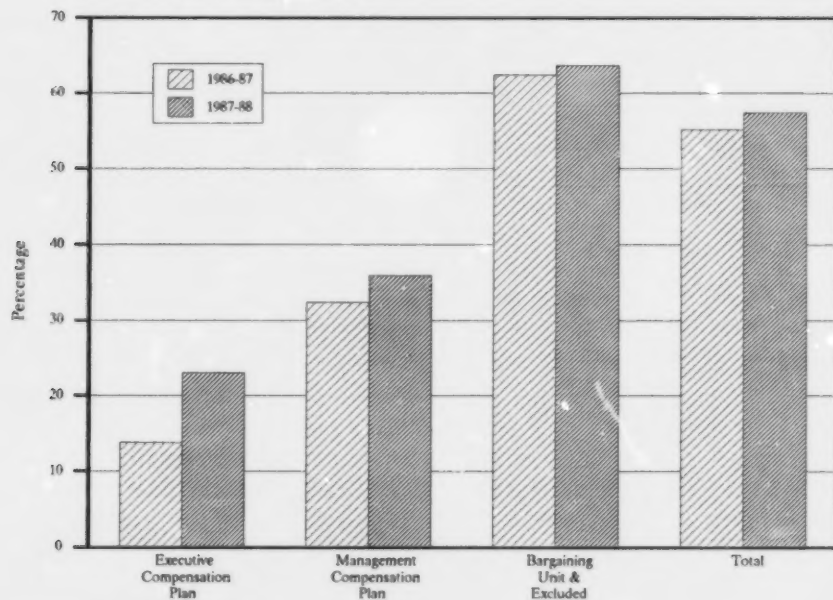


Female employment stands at 56.6 per cent for school boards.

Initiatives to Improve Women's Occupational Distribution

Women make up 57.4 per cent of the Ministry of Education workforce, but they are unevenly distributed within occupational groups (see Figure 1).

Figure 1: Ministry of Education Workforce Profile: Classified Female Employees, 1987-88



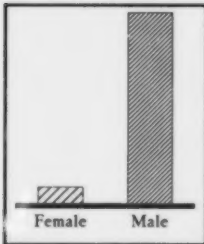
Source: Integrated Payroll Personnel and Employee Benefits Services, September 30, 1986 – March 27, 1988.

Note: Senior management are covered under the executive compensation plan: in 1987-88 only 23 per cent in this category (7 employees) were female, up from 13.8 per cent (4 employees) in 1986-87. Middle management are covered under the management compensation plan: in 1987-88, 35.9 per cent (122 employees) were female; in 1986-87 the figure was 32.4 per cent (101 employees). In the bargaining unit and excluded category women made up 63.7 per cent of the total (733 employees) for 1987-88, and 62.4 per cent (721 employees) for 1986-87.

In order to continue improving these statistics and in respect of the government's commitment to affirmative action/employment equity, the ministry has undertaken special initiatives to:

- increase the number of women in the nine occupational categories where women hold less than 30 per cent of the positions in the ministry;
- increase the pool of qualified women through on-the-job training, job rotations, secondments, special assignments, and special development programs;
- lend support and encourage women to explore career options through formal and informal networks.

In addition to ministry initiatives, the Equal Opportunity/Affirmative Action Unit is involved at the interministerial level in providing corporate directions for employment equity in the Ontario Public Service.



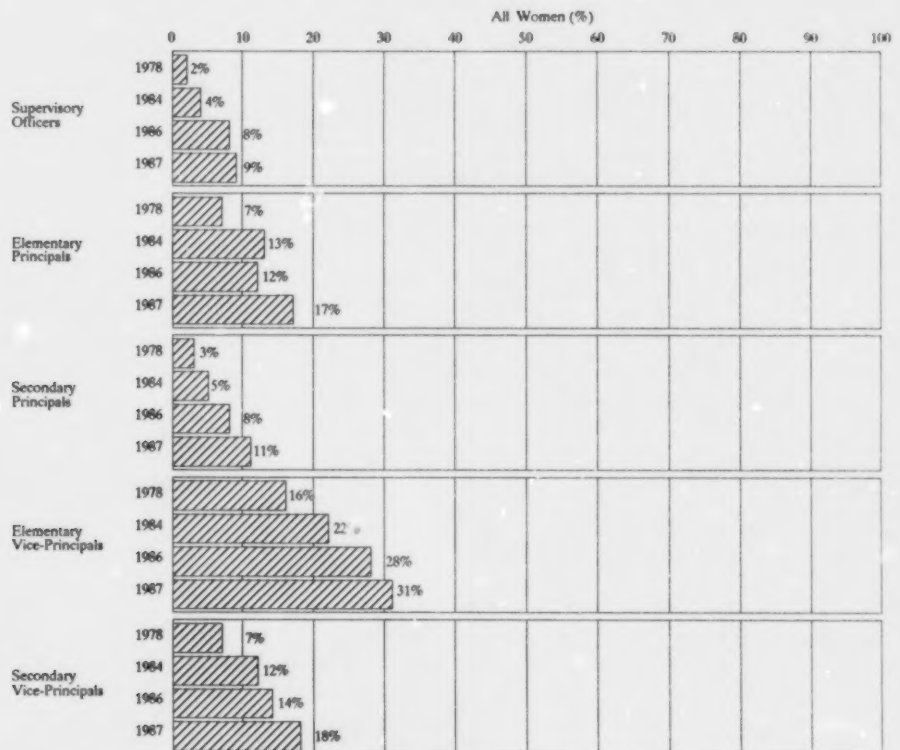
In 1987, 9 per cent of supervisory officers were female.

1.2 School Boards

Educational Staff

In 1986-87, 63 per cent of Ontario's teaching staff were women but the majority of senior decision makers were men (see Figure 2).

Figure 2: Female Educational Staff in Selected Positions of Added Responsibility



Sources: Ministry of Education file data and comparative analyses for 1972/84, for 1978/86, and for 1978/87.

This disproportionate female to male representation shown in Figure 2 does not appear to reflect supply and demand.

In recent years there has been a notable increase in the number of women who have obtained the supervisory officer's certificate and the principal's qualification (see Table 1).

Since 1980, 2 696 women have qualified as principal, or 35 per cent of the total. Since 1980, 325 women have successfully completed supervisory officer examinations, or 30 per cent of the total who received this certificate.

Despite this increase in the number of women qualified for and interested in these positions of added responsibility, comparatively few women are actually in the roles.

Table 1: Successful Female Candidates for the Principal's Qualification and the Supervisory Officer's Certificate

Year	Principal's Qualification		Supervisory Officer's Certificate	
	No.	% of All Candidates	No.	% of All Candidates
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	476	46	46	35
1988	n/a	n/a	48	43

Source: Evaluation and Supervisory Services Branch, Ontario Ministry of Education, 1988.

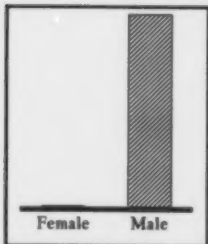
Non-Teaching Staff

In 1985 data on non-teaching employees began to be collected by the ministry for monitoring the progress of affirmative action/employment equity programs. Non-teaching employees in most school boards continue to be clustered by sex in traditional occupational categories, such as clerical and secretarial, although a few boards have promoted women to the position of head custodian.

2. Profile of Women's Employment in School Boards

2.1 Data Collection

This analysis of women's employment in school boards is based on data collected through the September School and Board Reports. The data were managed in the same way as in 1986-87 – through the Affirmative Action Data Base (AADB). Barring changes in the data collected, the 1987 information will form the baseline for future analyses.



Only 1.7 per cent of the directors of education in Ontario are female.

The tables at the end of part 2 provide data on the distribution of employees, by sex, within occupational categories (Table 2); the distribution of employees, by sex, within major occupational groups (Tables 3-4); the distribution of boards by sex composition of employees (Table 5); and salary distribution by major occupational group (Tables 6, 6B, 7, 8). Sections 2.2-2.5 below present highlights from the tables.

Limitations of the Data

Information is reported on full-time staff only: all elementary and secondary school educational staff for both public and Roman Catholic schools, and all other personnel employed by school boards. The analysis organizes the occupational categories found in the September Board Reports into four major occupational groups:

- Group 1 – senior board personnel, such as director/assistant director of education and other supervisory officers.
- Group 1A – consultant staff.
- Group 2 – educational staff employed in schools and school board offices, including principals, vice-principals, department heads, teachers, and “other teachers.” (“Other teachers” refers to those teachers, such as librarians and guidance personnel, not in a regular classroom position.)
- Group 3 – non-educational staff employed in schools and school boards.

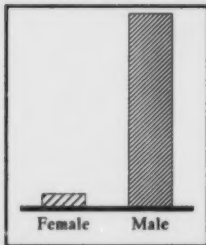
Note that the consultant staff, previously classified with the other Group 1 staff, have been made a subgroup of the board personnel.

The following limitations should be kept in mind when reading the analysis:

- Although Teaching Staff Report data in Appendix D is virtually compatible with data from the AADB, small technical discrepancies exist. For this reason, the data shown here and in the appendix may vary slightly.
- Although there were 182 school boards on September 30, 1987, the analysis (with the exceptions of Table 5 and Appendix D, which include all boards) applies to only 162 boards. The 20 boards excluded from the

analysis either do not operate schools or operate only educational programs or schools in treatment centres.

- Salary data are available only in categories. Frequency distributions by salary category are presented for main personnel groups. Where appropriate, the salary interval in which the median lies is stated.
- A major reclassification of teachers and department heads by one of the large school boards affects the comparability of the 1987-88 data with those of previous years.
- Due to the extension of public funding to Grade 13 in Roman Catholic secondary schools, figures in this report are not comparable with those presented in the previous editions of reports tabled in the Legislature.



Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time employees are found in the most senior positions.

2.2 Distribution of Employees, by Sex, Within Occupational Categories

Table 2 presents the distribution by sex within occupational categories of all full-time school and board personnel as of September 30, 1987. For many occupational categories, the figures document the underrepresentation of women in positions of added responsibility in school boards. (Positions of added responsibility include the senior positions of director of education, assistant director of education, other supervisory officers, and principals, vice-principals, and department heads.) Only 1.7 per cent of the 118 directors of education and 9.7 per cent of the supervisory officers, for example, are female. Although 74.3 per cent of all elementary classroom teachers are female, only 21.6 per cent of all elementary principals and vice-principals are female.

Table 2 also confirms the concentration of males and females in occupational categories traditionally associated with each gender.

Females, for example, make up 96.8 per cent and 93.7 per cent, respectively, of the clerical and secretarial staff and paid teacher-aides. Males, on the other hand, form 75.6 per cent of the supervisory and 85.1 per cent of the non-supervisory staff responsible for pupil transportation, plant maintenance and operation, food services, and so forth.

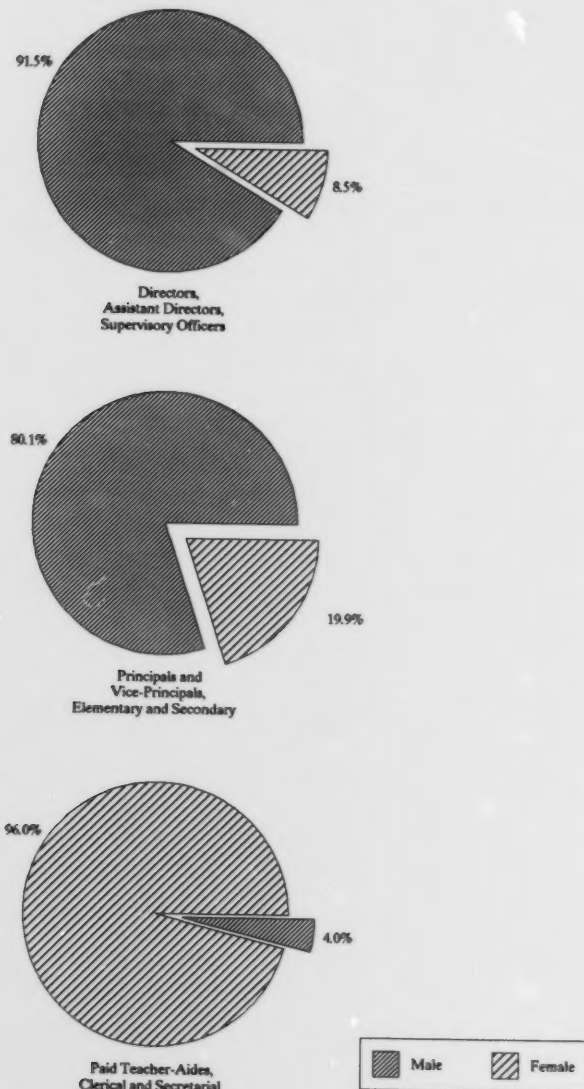
Figure 3 highlights the male-female composition for selected clusters of occupational categories (one from each of the three groups of occupational categories). Each pie chart is a dramatic illustration of the enduring nature of adherence to traditional gender associations in the educational workplace.

2.3 Representation of Employees, by Sex, Within Major Occupational Groups

Table 3 shows full-time employees, by position and sex, within and across the four major occupational groups in the education sector. The following are selected highlights:

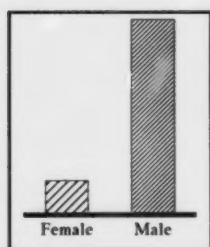
- Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time employees are found in the most senior positions (director, assistant director, and supervisory officers).

Figure 3: Distribution of Full-Time Employees, by Sex, for Selected Occupational Groups, 1987



Source: Affirmative Action Data Base, 1987.

- Of the 1 085 women in Groups 1 and 1A positions, 1 010 (93.1 per cent) are consultants; of the 1 689 men in Groups 1 and 1A, only 881 (52.2 per cent) are consultants.
- Approximately 40 per cent of all males in the senior positions are supervisory officers, compared to about 7 per cent of all females.
- Just under 9 per cent of all male educational staff are principals, as compared to slightly more than 1 per cent of all female educational staff.



Forty per cent of all males in senior positions are supervisory officers, compared to 7 per cent of all females.

- Approximately 8 per cent of all males in the senior positions are directors or assistant directors of education, as opposed to 0.3 per cent of all females.
- Approximately 14 per cent of all male educational staff are department heads, as compared to about 4 per cent of all females in this group.
- 75 per cent of all female educational staff employed in schools are in the elementary panel, as compared to 43 per cent of all males in this category.
- Approximately 86 per cent of all female educational staff employed in schools occupy positions as classroom teachers, as compared to 69 per cent of all males.
- Approximately 55 per cent of all females in Group 3 are in clerical and secretarial positions, as compared to 2 per cent of all males in the same group.
- Approximately 80 per cent of all males in Group 3 staff are classified as "other staff on board's payroll (non-supervisory)," as compared with about 13 per cent of all females in the same group.

Although the numbers of men and women employed in Group 3 positions are virtually equal, an examination of the male/female ratios for job categories within that group discloses the persistence of traditional gender associations in the workplace. Table 4 illustrates this point.

2.4 Distribution of Boards by Sex Composition of Employees

Table 5 shows the distribution of school boards reporting full-time employees, within each occupational category and by sex composition (all-male staff; all-female staff; both male and female staff). Highlights of Table 5 include the following:

- Approximately 61 per cent of the boards reporting supervisory officers have an all-male supervisory officer staff.
- About 64 per cent of the boards that operate secondary schools do not employ any female secondary school principals.
- Approximately 43 per cent of the boards that operate secondary schools do not employ any female secondary vice-principals.
- About 52 per cent of all boards reporting paid teacher-aides had all-female staff in that category.
- About 70 per cent of all boards reported an all-female clerical and secretarial staff.

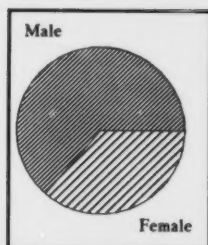
2.5 Salary Distribution by Major Occupational Group

The following subsections detail the frequency distribution for each of Groups 1 and 1A (senior board personnel and consultants), Group 2 (educational staff in elementary and secondary schools and school boards), and Group 3 (other non-educational staff employed by school boards at the board and school level). Tables 6, 6B, 7, and 8 do not take into account such variables as experience and qualifications, which may account for an undetermined amount of the male/female salary discrepancy. Note that only the tables on elementary and secondary educational staff (Tables 7 and 8) include personnel who do not report their salary.

Directors/Assistant Directors of Education and Supervisory Officers (Group 1) and Consultant Staff (Group 1A)

Table 6 includes the frequency distribution for the four job categories in Groups 1 and 1A. Highlights of Table 6 are as follows:

- Approximately 64 per cent of all male supervisory officers earned \$72 000 or more, whereas only about 57 per cent of all female supervisory officers were in that salary range. The median salary for both male and female supervisory officers was in the \$72 000 to \$74 999 salary range.
- Almost one-half of all male consultants earned \$54 000 or more. Only about 24 per cent of all female consultants were in that salary range.



Only 66 out of 182 boards employ female secondary school principals.

Other Non-Educational Staff (Group 3)

Table 6B presents the distribution of Group 3 staff (other paraprofessionals, technicians, clerical and secretarial staff, paid teacher-aides) by salary interval. The pattern of salary distribution, both in Group 3 as a whole and in the various job classifications, shows the predominance of women in low-paying jobs where females predominate in number. The following highlights illustrate this point:

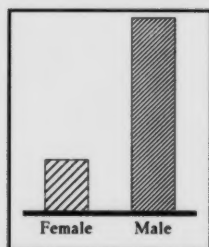
- 81.8 per cent of all women and 34.2 per cent of all men in Group 3 receive salaries of \$23 999 or less.
- 62.9 per cent of all women and 33.4 per cent of all men in clerical and secretarial positions earn less than \$21 000. However, only 5 per cent of the women compared with 30 per cent of the men in this job category earn \$27 000 or more.
- 68.3 per cent of all women and 70.3 per cent of all men employed as paid teacher-aides receive salaries of under \$18 000.
- 31.5 per cent of all women and 18.9 per cent of all men classified as "other paraprofessionals" receive salaries of under \$18 000.
- Personnel in the classification "other professional staff (non-teaching)" provide such services as social work, psychological testing and evaluation, and attendance counselling. The male/female ratio for this category is relatively low compared to the ratio for other paraprofessionals, paid teacher-aides, and clerical and secretarial staff. However, the pattern of salary distribution, which shows a higher proportion of women in the lower ranges of the salary grid and a higher proportion of men in the upper ranges, continues. About 12 per cent of all females employed as "other professional staff" earn under \$24 000 and about 5 per cent earn \$51 000 or more. By comparison, about 4 per cent of all males in this category earn under \$24 000 but about 20 per cent earn \$51 000 or more.

The pattern of a higher proportion of women in the lower salary ranges is also evident in three job categories where the male/female ratio shows a higher number of men than women: technicians, "other staff on board's payroll (non-supervisory)," and "other staff on board's payroll (supervisory)." The following highlights illustrate this point:

- 14.7 per cent of the women employed as "technicians" and 1.3 per cent of the men earn under \$18 000. Only 17 of the personnel in this occupational classification earn \$33 000 or more; all are male.
- Of the women employed as "other staff on board's payroll (supervisory personnel)," 5 per cent earn \$48 000 or more. Of the men, 6.4 per cent

receive salaries under \$24 000 and 16.5 per cent receive salaries of \$48 000 or more.

- The salary distribution for the non-supervisory "other staff" shows that 44 per cent of the women and only 7.8 per cent of the men earn under \$21 000. This category is the only one in which females dominate the high end of the salary range. However, it must be noted that the number of personnel involved is small: less than 1 per cent of men (0.66 per cent) and women (0.79 per cent) earn \$42 000 or more.



Only 18 per cent of female non-educational staff earn more than \$24 000, as compared to 66 per cent of male staff.

Full-Time Elementary School Staff (Group 2)

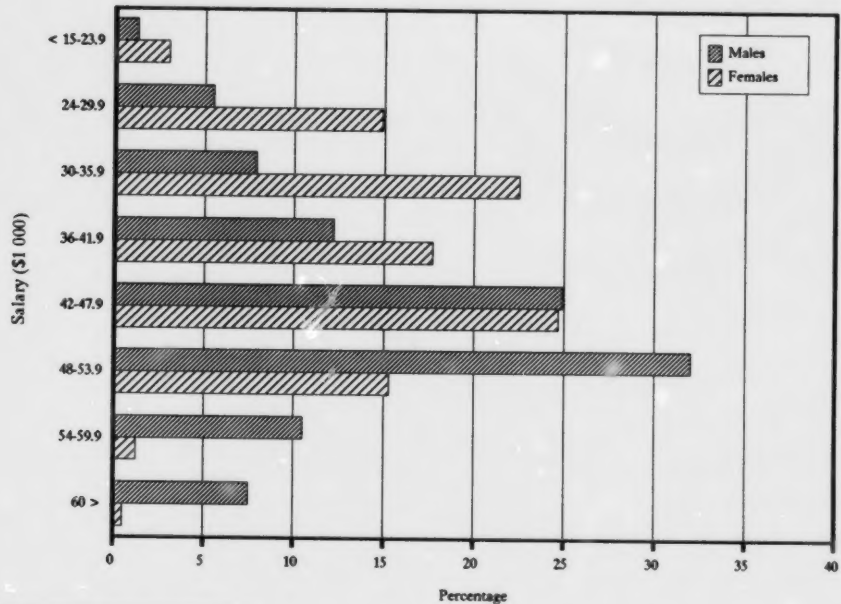
Table 7 shows the distribution by sex and type of duty, by salary intervals, for full-time educational staff in Ontario's elementary school systems. Full-time educational staff includes principals, vice-principals, department heads, regular classroom teachers, and "other" staff not employed in a regular classroom situation (for example, librarians and guidance personnel). Note that while a vast majority of the educational staff are found in schools, educational staff employed at the board office are also included in Group 2.

The following are selected highlights from Table 7:

- The overall ratio of men to women in this group is about 1:2. This ratio is not, however, reflected in the upper and lower extremes of the salary ranges: about seven times as many women as men earn under \$30 000, and about twice as many men as women earn more than \$51 000.
- The 5:1 ratio of male principals to female principals again indicates the underrepresentation of women in positions of added responsibility. Here, about 43 per cent of all male principals and 30 per cent of all female principals earn \$60 000 or more. However, about 10 per cent of the female principals, contrasted with about 4 per cent of the male principals, are found in the lower salary ranges (\$50 999 or less).
- There are about twice as many male vice-principals as female. Of the males, 72.6 per cent earn \$51 000 or more, and 73.3 per cent of females are in that range. The median salary for both sexes falls in the \$51 000 to \$53 999 interval.
- The median salary for females employed as teachers, department heads, and "other" staff falls in a lower salary range than the median for males.
- There are almost three times as many female "regular" teachers as male. About 5.9 per cent of the men and 2.1 per cent of the women in this occupational category are found in the upper ranges of the salary distribution (\$51 000 and up). About 4 per cent of the men and about 9 per cent of the women are found in the lower ranges (\$26 999 or less). The median salary for male teachers falls somewhere in the \$45 000 to \$47 999 interval; the median salary for female teachers falls in the \$36 000 to \$38 999 interval.
- Nearly four times as many women as men hold positions as "other" teachers. About 14 per cent of the women and about 7 per cent of the men are found in the lower ranges of the salary distribution for the position, that is, under \$30 000. In contrast, about 9 per cent of the men and only 4 per cent of the women in this group are in the upper ranges of the salary distribution (\$51 000 or more). The medians fall in the \$39 000 to \$41 999 interval for women and in the \$45 000 to \$47 999 interval for men.

Figure 4 gives an overview of the salary distribution by sex of full-time elementary school staff.

Figure 4: Distribution by Sex, for Full-Time Elementary Educational Staff, 1987-88



Source: Affirmative Action Data Base, 1987.

Full-Time Secondary School Staff (Group 2)

Table 8 presents salary data for full-time educational staff in the publicly supported Ontario secondary school system. Note that Roman Catholic secondary staff for all grades are included in these figures. The following are selected highlights:

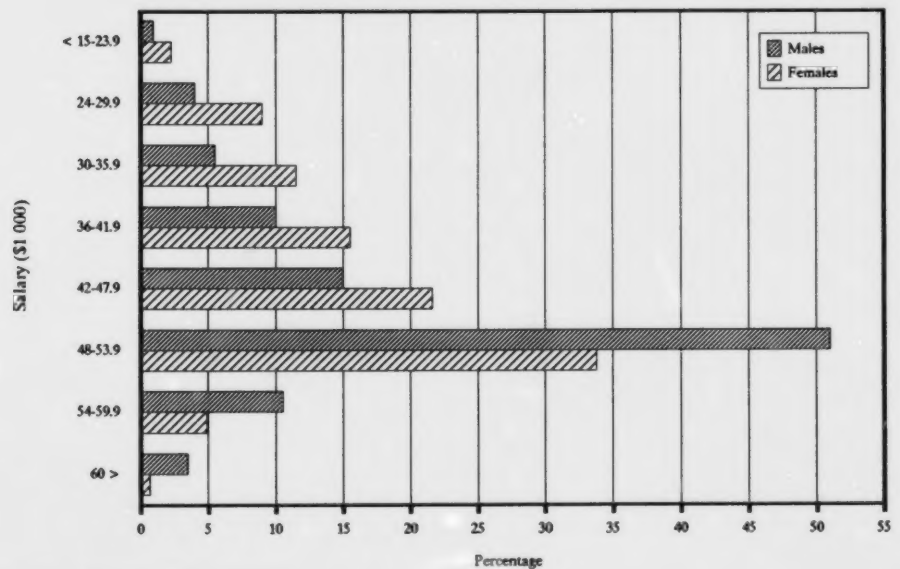
- There are almost twice as many men as women in the total secondary school educational staff. As was the case with the distribution of the total elementary school educational staff, a higher percentage of women (about 11 per cent) than men (about 4 per cent) earn salaries of less than \$30 000, and a higher percentage of men (about 14 per cent) than women (5.5 per cent) earn \$54 000 or more.
- The ratio of male principals to female principals is about 8:1. About 90 per cent of the male principals and about 77 per cent of the female principals earn \$60 000 or more. No principal, male or female, earns less than \$42 000.
- There are almost five male vice-principals for each female vice-principal. Of the male vice-principals, 30.6 per cent, compared to 41.9 per cent of female vice-principals, earn less than \$57 000. The median salary falls in the \$57 000 to \$59 999 interval for both sexes.
- There are almost three male department heads for each female department head. Even though the median salary for men and women in this group falls between \$51 000 and \$53 999, the percentage of female department heads (26.2 per cent) earning less than \$48 000 is almost two and a

half times the percentage of male department heads in this occupational category.

- There are 1.5 male "regular" teachers for each female "regular" teacher in Ontario's secondary schools. About 13 per cent of the female teachers and about 6 per cent of the male teachers earn less than \$30 000. About 20 per cent of the male teachers and about 10 per cent of the female teachers are found at the upper end of the salary ranges (\$51 000 or more). The interval in which the median salary lies is \$48 000 to \$50 999 for males and \$42 000 to \$44 999 for females.

Figure 5 gives an overview of the salary distribution by sex of full-time secondary school staff.

Figure 5: Salary Distribution by Sex, for Full-Time Secondary Educational Staff, 1987-88



Source: Affirmative Action Data Base, 1987.

Table 2: Distribution of Full-Time Employees, by Sex, Within Occupational Category, September 30, 1987

Occupational Category	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Groups 1 and 1A								
Directors of Education	116	98.3	2	1.7				
Assistant Directors of Education	24	96.0	1	4.0				
Supervisory Officers	668	90.3	72	9.7				
Total (Group 1)	808		75					
Group 1A								
Consultant Staff	881	46.6	1 010	53.4				
Total (Groups 1 and 1A)	1 689		1 085					
Group 2^a								
Principals								
Elementary	3 112	82.6	654	17.4				
Secondary	664	88.8	84	11.2				
Vice-Principals								
Elementary	1 134	68.8	515	31.2				
Secondary	848	82.5	180	17.5				
Department Heads ^b								
Elementary	271	55.0	222	45.0				
Secondary	5 810	73.3	2 116	26.7				
Teachers ^b								
Elementary	13 101	25.7	37 817	74.3				
Secondary	16 912	59.7	11 404	40.3				
Other Teachers ^c								
Elementary	1 029	20.4	4 022	79.6				
Secondary	800	55.4	644	44.6				
Total (Group 2)	43 681		57 658					
Group 3								
Other Professional Staff ^d								
(non-teaching)	454	31.9	968	68.1				
Paraprofessionals								
Paid Teacher-Aides	263	6.3	3 938	93.7				
Technicians	531	74.3	184	25.7				
Other ^e	106	18.9	454	81.1				
Clerical and Secretarial	338	3.2	10 329	96.8				
Other Staff on Board's Payroll ^f								
Supervisory	1 737	75.6	561	24.4				
Non-Supervisory	13 749	85.1	2 407	14.9				
Total (Group 3)	17 178		18 841					
Total (Groups 1, 1A, 2, 3)	62 548		77 584					

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3: Distribution of Full-Time Employees, by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1987

Occupational Group	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Groups 1 and 1A								
Directors of Education	116	6.9	2	0.2				
Assistant Directors of Education	24	1.4	1	0.1				
Supervisory Officers	668	39.6	72	6.6				
Total	808		75					
% of Grand Total in Group 1		1.3		0.1				
Group 1A								
Consultant Staff	881	52.2	1 010	93.1				
% of Grand Total in Group 1A		1.4		1.3				
Total Groups 1 and 1A	1 689	100.0	1 085	100.0				
% of Grand Total in Groups 1 and 1A		2.7		1.4				
Group 2^a								
Principals								
Elementary	3 112	7.1	654	1.1				
Secondary	664	1.5	84	0.1				
Vice-Principals								
Elementary	1 134	2.6	515	0.9				
Secondary	848	1.9	180	0.3				
Department Heads ^b								
Elementary	271	0.6	222	0.4				
Secondary	5 810	13.3	2 116	3.7				
Teachers ^b								
Elementary	13 101	30.0	37 817	65.6				
Secondary	16 912	38.7	11 404	19.8				
Other Teachers ^c								
Elementary	1 029	2.4	4 022	7.0				
Secondary	800	1.8	644	1.1				
Total	43 681	100.0	57 658	100.0				
% of Grand Total in Group 2		69.8		74.3				
Group 3								
Other Professional Staff ^d (non-teaching)	454	2.6	968	5.1				
Paraprofessionals								
Paid Teacher-Aides	263	1.5	3 938	20.9				
Technicians	531	3.1	184	1.0				
Other ^e	106	0.6	454	2.4				
Clerical and Secretarial	338	2.0	10 329	54.8				
Other Staff on Board's Payroll ^f								
Supervisory	1 737	10.1	561	3.0				
Non-Supervisory	13 749	80.0	2 407	12.8				
Total	17 178	100.0	18 841	100.0				
% of Grand Total in Group 3		27.5		24.3				
Total (Groups 1, 1A, 2, 3)	62 548		77 584					

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, plant operation and maintenance, and pupil transportation.

Table 4: Male/Female Ratio for Group 3 Job Classifications

Job Classification	Ratio of Men to Women		
Overall (Group 3)	1.0	:	1.1
Other Professional Staff (non-teaching)	1.0	:	2.1
Other Paraprofessionals	1.0	:	4.3
Paid Teacher-Aides	1.0	:	15.0
Clerical and Secretarial	1.0	:	30.6
Technicians	2.9	:	1.0
Other Staff on Board's Payroll (supervisory)	3.1	:	1.0
Other Staff on Board's Payroll (non-supervisory)	5.7	:	1.0

Source: Affirmative Action Data Base, 1987.

Table 5: Distribution of Full-Time Board Employees Within Occupational Category, by Sex, September 30, 1987

Occupational Category	All-Male Staff		All-Female Staff		Male and Female Staff		Total Boards		Boards Employing Females	
	No.	%	No.	%	No.	%	No.	%	No.	%
Groups 1 and 1A										
Directors of Education	116	98.3	2	1.7	0	.0	118	100	2	1.7
Assistant Directors of Education	12	92.3	0	.0	1	7.7	13	100	1	7.7
Supervisory Officers	69	61.1	2	1.8	42	37.2	113	100	44	38.9
Group 1A										
Consultant Staff	9	8.0	13	11.5	91	80.5	113	100	104	92.0
Group 2^a										
Principals										
Elementary	37	21.8	13	7.6	120	70.6	170	100	133	78.2
Secondary	71	63.4	0	.0	41	36.6	112	100	41	36.6
Vice-Principals										
Elementary	26	22.4	3	2.6	87	75.0	116	100	90	77.6
Secondary	46	42.6	0	.0	62	57.4	108	100	62	57.4
Department Heads ^b										
Elementary	4	16.0	8	32.0	13	52.0	25	100	21	84.0
Secondary	8	7.3	0	.0	101	92.7	109	100	101	92.7
Teachers ^b										
Elementary	1	.6	12	7.2	153	92.2	166	100	165	99.4
Secondary	0	.0	0	.0	117	100.0	117	100	117	100.0
Other Teachers ^c										
Elementary	2	1.4	25	18.1	111	80.4	138	100	136	98.6
Secondary	14	14.0	6	6.0	80	80.0	100	100	86	86.0
Group 3										
Other Professional Staff ^d										
(non-teaching)	13	12.0	23	21.3	72	66.7	108	100	95	88.0
Paraprofessionals										
Paid Teacher-Aides	1	.8	66	51.6	61	47.7	128	100	127	99.2
Technicians	46	43.8	13	12.4	46	43.8	105	100	59	56.2
Other ^e	4	7.3	28	50.9	23	41.8	55	100	51	92.7
Clerical and Secretarial	0	.0	103	70.1	44	29.9	147	100	147	100.0
Other Staff on Board's Payroll ^f										
Supervisory	44	32.1	3	2.2	90	65.7	137	100	93	67.9
Non-Supervisory	15	10.3	11	7.6	119	82.1	145	100	130	89.7

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 6: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1987-88 (Groups 1 and 1A)

Salary Intervals	Directors and Assistant Directors of Education ^a						Group 1						Group 1A						Total (Groups 1 and 1A)											
	Men			Women			Supervisory Officers			Total (Group 1)			Consultants			Men			Women			Men			Women			Total		
	No.	%		No.	%		No.	%		No.	%		No.	%		No.	%		No.	%		No.	%		No.	%		No.	%	
<30 000							1	0.1		1	0.1					2	0.2		8	0.8		2	0.1		8	0.7		10		
30 000 - 32 999																1	0.1		11	1.1		2	0.1		11	1.0		13		
33 000 - 35 999																3	0.3		10	1.0		3	0.2		10	0.9		13		
36 000 - 38 999							1	0.1		1	0.1					10	1.1		25	2.5		11	0.7		25	2.3		36		
39 000 - 41 999																12	1.4		42	4.2		12	0.7		42	3.9		54		
42 000 - 44 999							3	0.4		3	0.4					21	2.4		53	5.2		24	1.4		53	4.9		77		
45 000 - 47 999																57	6.5		122	12.1		57	3.4		123	11.3		180		
48 000 - 50 999							2	0.3		2	0.2		1	1.3		146	16.6		279	27.6		148	8.8		279	25.7		427		
51 000 - 53 999							6	0.9		6	0.7		1	1.3		201	22.8		218	21.6		207	12.3		219	20.2		426		
54 000 - 56 999							4	0.6		4	0.5					220	25.0		148	14.7		224	13.3		148	13.6		372		
57 000 - 59 999							8	1.2		8	1.0					116	13.2		68	6.7		124	7.3		68	6.3		192		
60 000 - 62 999	1	0.7					10	1.5		11	1.4		1	1.3		51	5.8		13	1.3		62	3.7		14	1.3		76		
63 000 - 65 999	2	1.4					25	3.7		27	3.3		6	8.0		22	2.5		7	0.7		49	2.9		13	1.2		62		
66 000 - 68 999	3	2.1					66	9.9		69	8.5		13	17.3		15	1.7		1	0.1		84	5.0		14	1.3		98		
69 000 - 71 999	7	5.0					116	17.4		123	15.2		9	12.0		3	0.3		1	0.1		126	7.5		10	0.9		136		
72 000 - 74 999	12	8.6					167	25.0		179	22.2		14	18.7					4	0.4		179	10.6		18	1.7		197		
75 000 - 77 999	17	12.1		1	33.3		94	14.1		111	13.7		7	9.3								111	6.6		7	0.6		118		
78 000 - 80 999	22	15.7					64	9.6		86	10.6		7	9.3		1	0.1					87	5.2		7	0.6		94		
81 000 - 83 999	20	14.3					58	8.7		78	9.7		9	12.0								78	4.6		9	0.8		87		
84 000 >	56	40.0		2	66.7		43	6.4		99	12.3		7	9.3								99	5.9		7	0.6		106		
Total	140	100		3	100		668	100		72	100		808	100		881	100.0		1 010	100		1 689	100		1 085	100		2 774		

Source: Affirmative Action Data Base, 1987.

* In this table only, the positions of director and assistant director have been collapsed to maintain confidentiality.

Table 6B: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 3)

Salary Intervals	Other Professional Staff ^a (Non-Teaching)				Paid Teacher-Aides				Technicians				Other Paraprofessionals ^b			
	Men		Women		Men		Women		Men		Women		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
< 9 000	1	0.2	2	0.2	5	1.9	115	2.9								
9 000 - 11 999			2	0.2	9	3.4	388	9.9			1	0.5	2	0.4		
12 000 - 14 999			3	0.3	74	28.1	794	20.2			2	1.1	5	1.1		
15 000 - 17 999	2	0.4	18	1.9	97	36.9	1 393	35.4	2	0.4	1	0.5	31	6.8		
18 000 - 20 999	4	0.9	37	3.8	56	21.3	664	16.9	5	0.9	23	12.5	105	23.1		
21 000 - 23 999	11	2.4	51	5.3	15	5.7	511	13.0	38	7.2	62	33.7	18	17.0		
24 000 - 26 999	10	2.2	68	7.0	7	2.7	64	1.6	235	44.3	70	38.0	157	34.6		
27 000 - 29 999	39	8.6	121	12.5			7	0.2	107	20.2	14	7.6	38	35.8		
30 000 - 32 999	41	9.0	102	10.5			1	0.0	93	17.5	9	4.9	13	12.3		
33 000 - 35 999	35	7.7	89	9.2					34	6.4	2	1.1	10	9.4		
36 000 - 38 999	33	7.3	101	10.4					8	1.5			5	4.7		
39 000 - 41 999	45	9.9	96	9.9			1	0.0	4	0.8						
42 000 - 44 999	26	5.7	63	6.5												
45 000 - 47 999	57	12.6	121	12.5					4	0.8						
48 000 - 50 999	60	13.2	50	5.2												
51 000 - 53 999	55	12.1	22	2.3									1	0.9		
54 000 - 56 999	13	2.9	10	1.0									1	0.9		
57 000 - 59 999	13	2.9	8	0.8												
60 000 >	9	2.0	4	0.4											2	0.4
Total	454	100	968	100	263	100	3 938	100	531	100	184	100	106	100	454	100

Source: Affirmative Action Data Base, 1987.

^a Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counselors.

^b Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurse-aides.

Table 6B (continued)

Other Staff on Board's Payroll^c

Salary Intervals	Non-Supervisory				Supervisory				Clerical and Secretarial				Total			
	No.	Men %	Women No.	%	No.	Men %	Women No.	%	No.	Men %	Women No.	%	No.	Men %	Women No.	%
< 9 000	24	0.2	83	3.4	1	0.2			6				30	0.2	209	1.1
9 000-11 999	24	0.2	43	1.8					34	0.6			33	0.2	474	2.5
12 000-14 999	139	1.0	116	4.8	4	0.1			395	8.3			221	1.3	1 344	7.1
15 000-17 999	108	0.8	414	17.2	18	0.6			2 334	24.6			258	1.5	4 305	22.8
18 000-20 999	781	5.7	404	16.8	4	0.7			3 730	36.1			990	5.8	5 058	26.8
21 000-23 999	3 859	28.1	690	28.7	37	5.7			2 582	25.0			4 347	25.3	4 023	21.4
24 000-26 999	5 104	37.1	349	14.5	186	10.7			772	7.5			5 460	31.8	1 371	7.3
27 000-29 999	2 297	16.7	117	4.9	137	7.9			391	3.8			2 641	15.4	746	4.0
30 000-32 999	392	2.9	91	3.8	157	9.0			65	0.6			656	3.8	367	1.9
33 000-35 999	426	3.1	42	1.7	234	13.5			19	0.2			711	4.1	231	1.2
36 000-38 999	356	2.6	22	0.9	180	10.4			8	0.3			573	3.3	184	1.0
39 000-41 999	148	1.1	17	0.7	207	11.9			1	0.3			406	2.4	159	0.8
42 000-44 999	43	0.3	3	0.1	102	5.9			1	0.3			173	1.0	87	0.5
45 000-47 999	15	0.1	6	0.2	136	7.8			1	0.3			208	1.2	148	0.8
48 000-50 999	13	0.1	3	0.1	69	4.0							142	0.8	63	0.3
51 000-53 999	2	0.0	5	0.2	36	2.1							93	0.5	32	0.2
54 000-56 999	5	0.0	2	0.1	55	3.2							73	0.4	18	0.1
57 000-59 999	10	0.1			51	2.9							74	0.4	9	0.0
60 000 >	3	0.0			76	4.4							88	0.5	12	0.1
Total	13 749	100	2 407	100	1 737	100	561	100	338	100	10 329	100	17 178	100	18 841	100
																36 019

^c Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 7: Full-Time Elementary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 2)

Salary Intervals	Principals				Vice-Principals				Department Heads ^a			
	No.	Men %	No.	Women %	Men No.	Men %	Women No.	Women %	Men No.	Men %	Women No.	Women %
< 15 000			1	0.2								
15 000 - 17 999							1	0.2	1	0.5	1	0.9
18 000 - 20 999			1	0.2			4	0.8	1	0.5	1	0.9
21 000 - 23 999			1	0.2			1	0.2			4	3.5
24 000 - 26 999			4	0.7					3	1.6	5	4.4
27 000 - 29 999			2	0.3			2	0.4			8	7.0
30 000 - 32 999			4	0.7			8	1.6	3	1.6	10	8.8
33 000 - 35 999	3	0.1	2	0.3	2	0.2	10	2.0	10	5.3	12	10.5
36 000 - 38 999	1	0.0	6	1.0	6	0.5	12	2.4	18	9.6	5	4.4
39 000 - 41 999	6	0.2	8	1.3	7	0.6	20	4.0	7	3.7	10	8.8
42 000 - 44 999	17	0.6	12	2.0	36	3.2	75	14.9	39	20.7	53	46.5
45 000 - 47 999	32	1.1	23	3.8	72	6.4	186	37.1	105	55.9	1	0.9
48 000 - 50 999	71	2.3	64	10.6	182	16.3	175	34.9	1	0.5		
51 000 - 53 999	196	6.5	127	21.0	403	36.0	4	0.8				
54 000 - 56 999	489	16.2	165	27.2	19	1.7						
57 000 - 59 999	916	30.3	79	13.0	5	0.4						
60 000 - 62 999	602	19.9	89	14.7								
63 000 - 65 999	547	18.1	18	3.0								
66 000 >	136	4.5	2	0.3	5	0.4	4	0.8	4		4	3.5
Not reported	7	0.2										
Total	3 023	100.0	606	100.0	1 120	100.0	502	100.0	188	100.0	114	100.0

Source: Affirmative Action Data Base, 1987.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. In part 2, section 2.5, commentary on salaries under Table 7 highlights excludes the category "not reported".

^a 76 males and 102 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

Table 7 (continued)

Salary Intervals	Regular Teachers ^a				Other ^b				Total			
	No.	Men %	Women No.	Women %	No.	Men %	Women No.	Women %	No.	Men %	Women No.	Women %
< 15 000	10	0.1	71	0.2			6	0.2	10	0.1	78	0.2
15 000 - 17 999	7	0.1	81	0.2			9	0.2	7	0.0	90	0.2
18 000 - 20 999	15	0.1	112	0.3	1	0.1	16	0.4	16	0.1	128	0.3
21 000 - 23 999	134	1.1	678	1.9	13	1.3	67	1.7	148	0.8	745	1.8
24 000 - 26 999	317	2.6	2 160	6.1	28	2.8	163	4.2	346	2.0	2 326	5.7
27 000 - 29 999	488	4.0	3 325	9.3	25	2.5	288	7.3	513	2.9	3 619	8.9
30 000 - 32 999	574	4.7	3 918	11.0	45	4.5	317	8.1	622	3.6	4 244	10.4
33 000 - 35 999	615	5.1	4 222	11.9	55	5.5	480	12.2	675	3.9	4 711	11.6
36 000 - 38 999	595	4.9	2 755	7.7	59	5.9	337	8.6	664	3.8	3 112	7.6
39 000 - 41 999	1 356	11.1	3 580	10.1	74	7.4	292	7.4	1 453	8.3	3 898	9.6
42 000 - 44 999	1 485	12.2	3 599	10.1	75	7.5	318	8.1	1 631	9.3	3 949	9.7
45 000 - 47 999	2 364	19.4	5 303	14.9	198	19.9	684	17.4	2 673	15.3	6 024	14.8
48 000 - 50 999	3 487	28.7	4 217	11.9	326	32.8	709	18.1	4 105	23.5	5 034	12.4
51 000 - 53 999	697	5.7	723	2.0	79	7.9	156	4.0	1 460	8.3	1 182	2.9
54 000 - 56 999	17	0.1	7	0.0	4	0.4	4	0.1	914	5.2	314	0.8
57 000 - 59 999	1	0.0	1	0.0	1	0.1			937	5.4	170	0.4
60 000 - 62 999	1	0.0			1	0.1			609	3.5	79	0.2
63 000 - 65 999					1	0.1			548	3.1	89	0.2
66 000 >	1	0.0	1	0.0					137	0.8	19	0.0
Not reported	7	0.1	820	2.3	10	1.0	80	2.0	24	0.1	910	2.2
Total	12 171	100	35 573	100	995	100	3 926	100	17 497	100	40 721	100
												58 218

^a 76 males and 102 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

^b The category "Other" refers to staff with non-instructional duties, e.g., librarians and guidance personnel.

Table 8: Full-Time Secondary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 2)

Salary Intervals	Principals				Vice-Principals				Department Heads ^a			
	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Men %	No.	Women %
< 15 000									1	0.0		
15 000 - 17 999									1	0.0		
18 000 - 20 999												
21 000 - 23 999									1	0.0	3	0.1
24 000 - 26 999									7	0.1	4	0.2
27 000 - 29 999									11	0.2	10	0.5
30 000 - 32 999									10	0.2	12	0.6
33 000 - 35 999									26	0.5	20	1.0
36 000 - 38 999									49	0.9	46	2.2
39 000 - 41 999									94	1.7	90	4.4
42 000 - 44 999									200	3.5	157	7.6
45 000 - 47 999	1	0.2	1	1.3					198	3.5	183	8.9
48 000 - 50 999	4	0.6	1	1.3					632	11.1	317	15.4
51 000 - 53 999	5	0.8							8	4.4	714	34.7
54 000 - 56 999	7	1.1	4	5.2					60	33.3	446	21.7
57 000 - 59 999	41	6.6	11	14.3					67	37.2	3	0.1
60 000 - 62 999	47	7.6	10	13.0					37	20.6	2	0.1
63 000 - 65 999	136	22.0	21	27.3								
66 000 >	373	60.4	27	35.1								
Not reported	4	0.6	2	2.6								
Total	618	100	77	100	848	100	180	100	5 671	100	2 059	100

Source: Affirmative Action Data Base, 1987.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. In part 2, section 2.5, commentary on salaries under Table 8 highlights excludes the category "not reported".

^a 139 males and 57 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

Table 8 (continued)

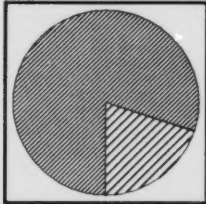
Salary Intervals	Regular Teachers ^a				Other ^b				Total ^c			
	No.	Men	%	Women	No.	Men	%	Women	No.	Men	%	Women
< 15 000	16		0.1	16	1	0.1			18		0.1	16
15 000 - 17 999	4		0.0	7			0.1		5		0.0	7
18 000 - 20 999	11		0.1	40			0.4		11		0.0	40
21 000 - 23 999	149		0.9	207	3	0.4			153		0.6	210
24 000 - 26 999	342		2.0	442	4	0.5		0.8	353		1.4	451
27 000 - 29 999	538		3.2	737	5	0.6		2.3	554		2.2	762
30 000 - 32 999	641		3.8	781	8	1.0		2.2	659		2.7	807
33 000 - 35 999	571		3.4	715	7	0.9		2.5	604		2.4	751
36 000 - 38 999	625		3.7	691	15	1.9		4.2	689		2.8	765
39 000 - 41 999	1 625		9.6	1 241	30	3.8		8.5	1 752		7.1	1 386
42 000 - 44 999	1 393		8.3	1 247	42	5.3		8.4	1 642		6.6	1 459
45 000 - 47 999	1 778		10.5	1 330	64	8.0		13.2	2 048		8.3	1 600
48 000 - 50 999	5 607		33.2	2 331	237	29.6		26.9	6 502		26.2	2 826
51 000 - 53 999	3 216		19.1	1 084	329	41.1		25.3	6 127		24.7	1 969
54 000 - 56 999	149		0.9	45	39	4.9		3.1	2 229		9.0	575
57 000 - 59 999	4		0.0		4	0.5		0.3	361		1.5	83
60 000 - 62 999	3		0.0						329		1.3	49
63 000 - 65 999								0.2	142		0.7	22
66 000 >	1		0.0	1				0.2	375		1.5	29
Not reported	201		1.2	380	12	1.5		2.0	258		1.0	448
Total	16 874	100		11 295	800	100		100	24 811	100		14 255
												100

^a 139 males and 57 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

^b The category "Other" refers to staff with non-instructional duties, e.g., librarians and guidance personnel.

^c Includes Roman Catholic secondary schools, Grades 9-13.

3. The Affirmative Action/ Employment Equity Incentive Fund Program



*Since 1985, 102 boards (80%)
have participated in the fund
for at least one year.*

On December 3, 1984 the Minister of Education, Bette Stephenson, announced that the Ministry of Education, in co-operation with the Ontario Women's Directorate, would be making available to school boards an affirmative action/employment equity incentive fund. The fund was designed to assist boards in developing and implementing an effective, results-oriented affirmative action/employment equity program to raise and diversify the occupational distribution of women employees.

Funds have been made available to Ontario school boards since 1985 and will continue to be made available until 1989. Boards may access a maximum of \$51 000 in any three years between 1985 and 1989.

Just as the Ontario Women's Directorate has offered incentive funds to school boards through the Ministry of Education, so have they made funds available to other organizations in the broader public sector. School boards have the largest grant take-up (at over \$4 million as of December 1988) as compared to other organizations in the broader public sector.

As stated in Policy/Program Memorandum No. 92 (December 1986), it is anticipated that by the end of the incentive fund period, school boards should be able to demonstrate evidence of significant progress towards the achievement of an environment that exemplifies sex equity.

3.1 Grants and Criteria

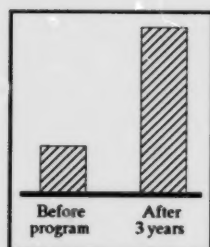
Two grants, the One-Time Special Grant and the Program Development Grant, are offered through the incentive fund. Boards are encouraged to apply for both grants.

One-Time Special Grant	Maximum \$ 3 000
Program Development Grant	Maximum \$20 000 (Year 1)
	Maximum \$18 000 (Year 2)
	Maximum \$10 000 (Year 3)
Total Possible Grant	Maximum \$51 000

Program Development Grants are limited to a maximum of 75 per cent of the total costs of the approved initiatives to be undertaken by the board. All monies received from the fund are subject to audit by the provincial auditor and the Ministry of Education.

Board programs are expected to include special measures and initiatives for female employees as part of a results-oriented program with goals and timetables. To be eligible for a grant, a board must either:

- formally adopt an affirmative action/employment equity policy for all female employees of the board, teaching and non-teaching; or
- include special measures and initiatives for all female employees (both teaching and non-teaching staff) as part of a formally adopted equal opportunity policy for all employees.



Before the Affirmative Action/Employment Equity Incentive Fund program was initiated, only 28 school boards had affirmative action/employment equity policies and/or programs. After three years of the incentive fund program, this number increased to 96.

3.2 Administration

The Equal Opportunity/Affirmative Action Unit is responsible for administering the Affirmative Action/Employment Equity Incentive Fund Program. The unit provides provincial co-ordination for the program, in co-operation with the Ontario Women's Directorate, to ensure consistency throughout the broader public sector.

Designated education officers within each of the ministry's six regional offices play a key role in the administration of the incentive fund program by providing liaison between the school boards and the Equal Opportunity/Affirmative Action Unit.

School boards that receive grants from the Affirmative Action/Employment Equity Incentive Fund are monitored through an annual process by a review committee. The committee includes representatives from the Ontario Women's Directorate, Ministry of Education regional offices, and the Equal Opportunity/Affirmative Action Unit.

Before the end of each calendar year, school boards across Ontario are sent copies of the Affirmative Action/Employment Equity Incentive Fund proposal applications and guidelines, and year-end report forms. Each proposal is reviewed in detail for congruence with the eligibility criteria. Boards already participating in the fund are required to complete an extensive year-end report. The report is reviewed in detail for consistency with the school board's original approved proposal application, for accuracy and completeness of the financial statement, and for implementation of the approved initiatives. It is not unusual for the review committee to request further information, clarification, and modification of a school board's application and/or year-end report before approving the document; in some cases proposals are not approved and funding is not granted.

Approved activities include special measures and initiatives for women employees, awareness sessions, communications programs, review and revision of employment systems, and various policy and program initiatives.

3.3 School Board Participation

The 1988 review process brought in 11 first-time and 40 continuing school boards. Original estimates were that 126 school boards were likely to participate; this number excludes very small boards, isolate boards, Canadian Forces boards, and treatment centres.

Since 1985, 102 boards (80 per cent of the boards *likely* to participate) have participated in the fund for at least one year, and \$4 020 014.79 has been provided to the boards in the form of grants during the 1985, 1986, 1987, and 1988 funding periods. During the 1988 review process 81 year-end reports were reviewed and approved; 57 proposal applications were reviewed, 51 of which were approved for funding, totalling \$788 213 in grants. Appendix A to this report summarizes the funds allocated to participating boards by region; Table 9 charts the participation in the incentive fund by year.

Table 9: Affirmative Action/Employment Equity Incentive Fund: School Board Participation, 1985-88

Region	Year				Total Boards in the Fund ^c	
	1985	1986	1987 ^a	1988 ^b	No.	%
Central	20	34	38	18	40	91
Eastern	10	13	26	7	17	100
Midnorthern	3	5	3	4	7	50
Northeastern	7	9	8	9	15	88
Northwestern	2	4	3	4	6	40
Western	8	13	11	9	17	81
Totals	50	78	79	51	102	80

Source: Human Resources Branch, Ontario Ministry of Education, 1988.

^a Forty-one school boards completed their final year of eligibility in 1987.

^b Seventeen school boards completed their final year of eligibility in 1988.

^c Based on 126 boards; excludes boards such as very small boards and boards that do not operate schools.

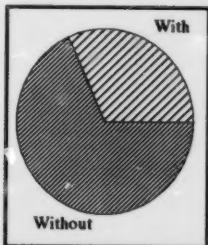
3.4 Boards in the Final Year of Funding

By December 1987, 41 boards had reached their maximum eligibility in the incentive fund program. Appendix C highlights some of the accomplishments achieved through the course of the incentive fund.

It is anticipated that, despite the termination of the incentive funding, the boards will continue with the implementation of affirmative action/employment equity initiatives. Eighty-five per cent of the boards reported through the 1987 year-end reports that their program would continue, 10 per cent indicated that the decision was still under review, 2.5 per cent decided against continuing the program, and 2.5 per cent did not answer the question.

December 1988 brings another 17 boards in the incentive fund to their maximum eligibility.

4. School Board Initiatives and Results



Despite the need for a co-ordinator to develop and implement the affirmative action/employment equity plan, only 32 per cent, or 25 out of 77 boards in the incentive fund in 1987 have a permanent position allocated.

Each board's approach to affirmative action/employment equity is unique, as each organization must tailor its affirmative action/employment equity plan to its particular needs and circumstances. Most affirmative action/employment equity programs, however, incorporate the following elements:

- Policy statement
- Affirmative action/employment equity committee
- Affirmative action/employment equity co-ordinator
- Action plan with goals and timetables

Ontario school boards report in two ways on their affirmative action/employment equity initiatives for women employees: in an affirmative action section of the September Board Report (all boards); and through the Affirmative Action/Employment Equity Incentive Fund year-end reports (boards participating in the incentive fund program). Information in this section of the report has been extracted from these two sources.

4.1 Policy Statements

To participate in the Affirmative Action/Employment Equity Incentive Fund program, school boards must publicly demonstrate their commitment to affirmative action/employment equity for women by adopting an affirmative action/employment equity policy. A policy statement might read as follows:

In demonstrating its commitment to achieving equal employment opportunity, the board hereby undertakes a program of affirmative action/employment equity for its women employees in order to diversify their occupational distribution within the system and to eliminate barriers to their full and equal participation in employment.

Table 10 shows the number of boards by board size that adopted affirmative action policies for women employees or equal opportunity policies with special measures for women employees prior to 1985, and in 1985, 1986, and 1987. Across the province there has been approximately a 10 per cent increase in the number of boards that have adopted affirmative action/employment equity policies for women employees from 1986 to 1987.

Of the 126 boards considered most likely to participate in the incentive fund, 49 have 400 or fewer employees; 31 have 401 to 1 000 employees; and 46 have 1 001 or more employees. Table 11 shows the percentage of boards considered likely to participate in the incentive fund that have adopted affirmative action policies for women employees, or adopted equal opportunity policies with special measures for women employees.

Table 10: Affirmative Action/Employment Equity Policies Adopted, By Board Size

Year Affirmative Action/Employment Equity Policy Adopted	Board Size (no. of employees)			Total
	Up to 400	401 to 1 000	1 001 or more	
1975-84	5	3	14	22
1985	18	18	12	48
1986	7	4	8	19
1987	1	2	4	7
Total	31	27	38	96

Source: September Board Report, 1987.

Table 11: Boards With Affirmative Action/Employment Equity Policies That Are Likely to Participate in the Incentive Fund

Year	Board Size (no. of employees)			Total
	Up to 400	401 to 1 000	1 001 or more	
1986	53%	77%	73%	66%
1987	63%	87%	83%	76%

Source: September Board Report, 1987.

Not only is it imperative that a board publicly adopt an affirmative action/employment equity policy to raise and diversify the occupational distribution of women employees, but it is also crucial to the success of an affirmative action/employment equity program that this policy be widely communicated to help ensure achievement of progress regarding the status of women employees in the educational system. Table 12 shows the policy implementation activity as reported in the 77 board incentive fund year-end reports analysed by the Ministry of Education.

Table 12: Selected Implementation Activities, 1987

Implementation Activity	No. of Boards
Communication of policy to all staff	71
Awareness sessions conducted for trustees	61
Awareness sessions conducted for management	55
Affirmative action/employment equity committee established	70
Long- and short-term goals established	47
Production of affirmative action/employment equity resource materials	40

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1987.

4.2 Affirmative Action/Employment Equity Committees

Many school boards that have implemented affirmative action/employment equity programs have found it useful and effective to establish an affirmative action/employment equity committee to advise on issues related to the status of women employees. Representation on such committees usually includes individuals from all functional areas within the board, including teaching and non-teaching staff. The affirmative action/employment equity co-ordinator, who is responsible for the co-ordination of affirmative action/employment equity activities, is usually a key member of this committee.

Data from 77 of the 78 boards participating in the incentive fund program in 1987 have been analysed by the ministry. Seventy of the reporting boards, or 91 per cent, indicated that an affirmative action/employment equity committee has been established. Of the boards with established committees, 66, or 94 per cent, report that representatives from all employee groups are included.

Forty-five, or 61 per cent, of the committees provide regular reports to the director of education; 44, or 59 per cent, also provide regular reports to the board of trustees.

4.3 Affirmative Action/Employment Equity Co-ordinator Positions

The development and implementation of an affirmative action/employment equity plan usually requires the appointment of a co-ordinator who has at her or his disposal the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the board's affirmative action/employment equity program. The co-ordinator, who, in the ideal, is accountable to the director of education, maintains active liaison with appropriate committees, employee groups, and senior school board officials.

In September 1986 there were 68 boards employing either a full- or part-time affirmative action/employment equity co-ordinator. In 1987 the total number of co-ordinators in boards increased to 77.

Table 13 shows the breakdown of co-ordinator positions by region.

Table 13: Co-ordinator Positions, by Region

Region	Full-Time Positions	Part-Time Positions	Total
Central	14	25	39
Eastern	5	8	13
Midnorthern	1	2	3
Northeastern	0	6	6
Northwestern	2	2	4
Western	4	8	12
Total	26	51	77

Source: September Board Report, 1987.

Of the valid responses analysed from 77 of the 78 boards participating in the incentive fund in 1987, 43 or 58 per cent of the co-ordinators reported directly to the director of education, while 31 or 42 per cent reported to staff other than the director.

4.4 Action Plans

Before developing a plan of action, a board may find it useful to collect all the necessary data and to review employment-related policies and procedures to identify areas where change may be needed.

Upon completion of the data analysis and policy review, the board develops a detailed plan aimed at achieving equal employment opportunity. Results-oriented goals and timetables are established with respect to the hiring, training, development, and promotion of women.

As part of the goal setting, a board may develop a specific numerical targeting model for the hiring and promotion of women. Targets are based on such factors as anticipated turnover, expansion or contraction of the work force, availability of personnel with the required skills, and the possibility of on-the-job training. These goals are not quotas but rather are kept flexible and are reviewed and revised annually. Longer-range goals and timetables may also be set. In Policy/Program Memorandum No. 92 (December 1986), the Minister of Education requested that all Ontario school boards set the goal of raising and diversifying the occupational distribution of women to a minimum of 30 per cent in all occupational categories by the year 2000.

To date, only 17 or 24 per cent of the boards in the incentive fund have implemented an affirmative action/employment equity plan that includes the objective of at least 30 per cent female representation in all job categories, as requested in that memorandum.

As well as including program goals and timetables, the action plan should also indicate strategies for evaluating and monitoring the progress of the board's affirmative action/employment equity program. Fifty-one boards in the incentive fund, or 66 per cent, have developed formal affirmative action/employment equity plans with goals and timelines. Twenty-six, or 34 per cent, have yet to do so.

Some of the planned activities to help raise and diversify the occupational distribution of women employees might include an active search for women for job areas where they are underrepresented, provision of awareness sessions for all employees, and special training and development programs for women employees.

In the 1987 calendar year, with grants from the Affirmative Action/Employment Equity Incentive Fund, Ontario school boards were able to achieve many of the strategies outlined in their action plans. Table 14 identifies some of the activities undertaken by boards in 1987, as reported in the 77 incentive fund year-end reports.

Table 14: Selected Board Planning Activities, 1987

Planning Activity	No. of Boards Involved		
	Completed	In Progress	Total
Analysis by sex of board workforce	68	9	77
Data collection on job applications	22	27	49
Vacancy projections	35	23	58
Identification of qualified female resource pools	23	34	57
Attitudinal survey	40	7	47
Revision of selection criteria	19	40	59
Establishment of individual school plans	13	35	48
Establishment of numerical planning targets	4	8	12

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1987.

5. Equal Opportunity/ Affirmative Action Unit Initiatives

In addition to managing the affirmative action/employment equity program, the Equal Opportunity/Affirmative Action Unit undertakes several other policy and program initiatives to help improve the status of women in education. This is often done in co-operation with the various branches of the Ministry of Education and with other ministries and agencies. The year 1988 proved to be a productive one in establishing new initiatives and enhancing existing activities. Described below are some of the year's accomplishments.

5.1 Data Collection Project

As part of the overall provincial data collection related to affirmative action/employment equity for women, the Ministry of Education and other ministries that administer incentive funds for broader public sector organizations (colleges, hospitals, municipalities, school boards, and universities) agreed to work with the Ontario Women's Directorate to collect similar information on job competitions and on staff training and development. The Equal Opportunity/Affirmative Action Unit worked with the ministry's Statistical Information Services Unit in the Policy Analysis and Research Branch to develop the data collection format for school boards.

School boards were asked to provide the data in new sections of the September Board Report beginning in the fall of 1988, after the sections were field-tested with various boards during March 1988. It is anticipated that school boards will be able to use the data to monitor and evaluate their programs for women and to identify systemic barriers if these exist.

The information is collected by sex and includes data on the number of applicants, the number interviewed, and the number appointed. Boards that use an eligibility list or short list are also being asked to provide that information. This section was optional in September 1988; it is expected to become mandatory in September 1989.

The section on staff training and development includes data on the amount of money boards allocate to female and male employees for training. This section was also optional in September 1988 and is expected to become mandatory by September 1990.

5.2 New Resources

The Equal Opportunity/Affirmative Action Unit released two new resources this year. In September 1987 a survey was sent to all school boards in Ontario seeking information on the affirmative action/employment equity

resource materials and policies they had developed. The survey results were compiled and released in the *Directory of School Board Affirmative Action/Employment Equity Resource Materials* and distributed across the province.

School Board Network Newslines is another new resource produced by the Equal Opportunity/Affirmative Action Unit. Published three times annually, the newsletter highlights developments in affirmative action/employment equity within the educational system and includes reports on special events, new program initiatives, and achievements by the many people involved in working toward an educational environment that exemplifies sex equity.

5.3 Networks

Both public and private sector organizations frequently engage in affirmative action/employment equity network meetings. Cross-sector networks, regional networks, and the provincial Affirmative Action/Employment Equity School Board Network hold regular meetings throughout Ontario.

Cross-sector networks are attended by affirmative action/employment equity personnel from colleges, hospitals, municipalities, school boards, universities, and government offices in a given region. The provincial Affirmative Action/Employment Equity School Board Network participants include staff from school board affirmative action/employment equity programs, the Ontario Women's Directorate, and the Ministry of Education. Meetings are hosted on a rotating basis by one or more boards within a region and are facilitated by staff from the Ontario Women's Directorate and the Equal Opportunity/Affirmative Action Unit, together with designated education officers from each of the ministry's six regional offices.

Regional school board networks are co-ordinated by the education officer in each of the six regional ministry offices to meet the specific needs of the employment equity practitioners in their areas.

School Board Network

Meetings of the Affirmative Action/Employment Equity School Board Network are held three times a year. As part of the government's support for the initiatives underway in the educational system, the spring 1988 meeting was hosted in Toronto by the Ministry of Education and the Ontario Women's Directorate. More than 150 affirmative action/employment equity practitioners, school board directors, trustees, Ministry of Education staff, and Ontario Women's Directorate staff, participated in the two-and-a-half-day session, entitled "What's Equality? Yesterday, Today and Tomorrow."

Highlights of the meeting included dialogue with Chris Ward, Minister of Education, and with Gregory Sorbara, Minister Responsible for Women's Issues. The keynote address was delivered by Linda Silver Dranoff, a barrister and solicitor, and long-standing advocate of equality for women.

Affirmative action/employment equity co-ordinators from Ontario school boards led workshops, as did representatives from the Ministère de l'Éducation de province du Québec and from Quebec school boards. This marked

the first time that the network program formally included representatives of other provincial jurisdictions.

At the fall 1988 meeting the network decided to form the Professional Development Committee, with responsibility for developing an annual focus and theme for the provincial meetings.

5.4 Women in Leadership Seminar

The Ministry of Education's Education Liaison and Exchange Branch regularly offers a variety of seminars to enable participants to experience educational systems, cultures, and people in overseas countries.

In fall 1987 members attending the Affirmative Action/ Employment Equity School Board Network meeting in Ottawa discussed the content and design of a "Women in Leadership" seminar.

In July 1988 the new seminar was implemented. Thirty participants from school boards attended the two-week program in Germany and Switzerland. In their evaluation of the seminar, participants recommended that the program be continued in future years and that other women in education in Ontario be given the opportunity to experience and learn about the status of women in other countries.

5.5 European Educators Presentation

Summer seminars for European educators, also co-ordinated by the ministry's Education Liaison and Exchange Branch, bring more than 80 educators from several European countries to Ontario during July and August. For a second year, the co-ordinator of the Equal Opportunity/Affirmative Action Unit participated in the seminar program by providing a session on women in education in Canada, followed by an informal question-and-answer exchange on employment equity issues of mutual concern.

5.6 Summer Experience '88

In 1988 the Equal Opportunity/Affirmative Action Unit operated its second Summer Experience Program, with funding from the Ministry of Skills Development and the Ministry of Education's Affirmative Action/Employment Equity Incentive Fund. The Affirmative Action in School Boards Project was such a success in its first year (1987) that the two ministries decided to expand the program. Two separate projects dealing with affirmative action/employment equity issues were created: one focused on the three Northern Ontario regions, and one was available to boards and students located in the Central, Eastern, and Western regions.

The program offered valuable work experience for the fifteen participating students, as well as tangible resources and results for the boards. Projects undertaken included data collection, career planning, analysis of inclusionary language policies and procedures, and employment equity research.

5.7 Bill 69

In December 1986 the Minister of Education issued Policy/Program Memorandum No. 92 announcing that the Education Act would be amended to require school boards to promote and maintain affirmative action/employment equity for women employees. Clause 1(1)(z)(c), which gives the Minister the power to require boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women employees, has been drafted and included in Bill 69, "An Act to Amend the Education Act". The clause received first reading in December 1987.

5.8 Annual Reports from Chief Executive Officers

In January 1988 the Minister of Education issued Policy/Program Memorandum No. 102 announcing that future annual reports of chief executive officers of school boards should refer to the boards' affirmative action/employment equity initiatives for their female employees. Beginning in December 1988 the annual reports must include specific elements related to the boards' affirmative action/employment equity programs.

5.9 Focus on Leadership II: Affirmative Action in School Boards Conference

The Ministry of Education and the Ontario Women's Directorate, with the fifteen stakeholder groups listed below, unanimously agreed to plan a 1989 conference as a follow-up to the initiatives and programs announced at the 1984 Focus on Leadership Conference:

Association des Enseignantes et des Enseignants Franco-Ontariens
Association Française des Conseils Scolaires de l'Ontario
Association of Large School Boards of Ontario
Federation of Women Teachers' Associations of Ontario
Ontario Association of Education Administrative Officials
Ontario Association of School Business Officials
Ontario Catholic Supervisory Officers' Association
Ontario English Catholic Teachers' Association
Ontario Public School Boards Association
Ontario Public School Teachers' Federation
Ontario Secondary School Teachers' Federation
Ontario Separate School Business Officials' Association
Ontario Separate School Trustees' Association
Ontario Teachers' Federation
Women in Educational Administration Ontario

At the 1984 conference the Minister of Education had announced that special steps would be undertaken by the ministry to encourage school boards to develop and implement affirmative action/employment equity programs for their women employees.

The "Focus in Leadership II: Affirmative Action in School Boards" conference is a "five-years later" conference designed to assess what has been

accomplished and what further needs must be addressed to raise and diversify the occupational distribution of women employees in school boards.

Directors of education, chairpersons, and affirmative action/employment equity practitioners, as well as representatives of the sponsoring organizations, will participate. This is the same target group as in the 1984 conference, when approximately 400 delegates attended. The conference will be held in Toronto on March 30 and 31, 1989.

6. Benefits of an Affirmative Action/Employment Equity Program

Any kind of major organizational or social change is controversial and difficult because it challenges the views and opinions of those who are satisfied with the status quo. Affirmative action/employment equity represents both organizational and social change.

Because of the inequitable status of women in the Ontario educational system, school boards are being challenged to initiate changes in their management of human resources by implementing effective results-oriented affirmative action/employment equity programs for women employees.

The role of education in shaping values related to sex equity and equality of opportunity is critical. It is equally important that these values be reflected in the employment practices of school boards. Ministry of Education policy requires that students have the opportunity to see women and men in a variety of roles. By implementing an affirmative action/employment equity plan for women employees, school boards can:

- demonstrate a commitment to equal employment opportunity for women;
- assist staff, students, and the community to prepare for the changing nature of the workplace;
- provide a wide spectrum of role models for staff and students;
- ensure full utilization of valuable human resources.

Organizational and social change may often be difficult to implement, but affirmative action/employment equity programs clearly provide many benefits to school boards.

- Equal opportunity for everyone is enhanced when employment practices and conditions are fair.
- Employee turnover decreases and productivity levels rise, with the result that recruitment and training costs decrease.
- A variety of leadership styles receives recognition and support within the organization, thus improving the calibre of leadership.
- A greater number of employees perceive real opportunities for them within the organization, resulting in improved morale and motivation.
- Improved morale is evidenced by lower absenteeism rates.
- Both the number and type of role models available to employees and to students increase – an especially important factor for female students.
- Personnel procedures (hiring, promotion, performance appraisal) are both fairer and clearer once systemic bias has been eliminated.
- The pool of qualified people is expanded and often doubled by including women, thus increasing the likelihood of selecting the best possible person for the job.

- Selection decisions are made on the basis of competence and ability rather than mainly on sex, as in the past.
- Organizations are renewed as outdated attitudes and stereotypes are challenged and modified through increased awareness.
- Organizations conform to both the letter and the spirit of human rights legislation and recognize the workplace rights and needs of both women and men.
- Successful affirmative action/employment equity initiatives assist employees, students, and community members in understanding social changes concerning sex roles and in developing their own potential.
- Many male employees and students may no longer feel compelled to conform to the traditional aggressive or competitive leadership style that forms part of the stereotyped view of male behaviour.

In addition, there is a special motivation for implementing affirmative action/employment equity for women: eighty per cent of our female students will spend thirty or more years in the work force; most of them will be responsible, for at least part of their lives, for their financial security. In the educational system students see a microcosmic reflection of the roles of women in the paid work force and form significant attitudes about their own future roles in the world of work.

School boards in Ontario have made some progress toward achieving equality of employment opportunity for women employees. Increased commitment to the goals of affirmative action/employment equity is necessary if the educational system is to continue to provide leadership in human resource deployment and an environment that exemplifies sex equity.



Appendix A

Affirmative Action/
Employment Equity
Incentive Fund Grants to
School Boards, 1985-88

**Appendix A: Affirmative Action/Employment Equity Incentive Fund Grants to School Boards,
1985-88: Summary by Region/Board**

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Central Region (44 boards)								
Borden CFB B of E				20 000				x
Brant County B of E	10 594	16 568	10 000			x		
Brant County RCSSB	15 000	18 000	10 000		x			
Dufferin County B of E				20 000		x		
Dufferin-Peel RCSSB		20 000	18 000	10 000		x		
Durham B of E	20 000	18 000	10 000		x			
Durham Region RCSSB	15 355.50	18 000	10 000		x			
East York B of E								
Etobicoke B of E								
Haldimand B of E			20 000	18 000			x	
Haldimand-Norfolk RCSSB	3 758.50	6 818	10 000		x			
Haliburton County B of E			20 000	17 213		x		
Halton B of E			20 000				x	
Halton RCSSB	12 337.75	18 000	10 000		x			
Hamilton B of E		20 000	18 000	10 000			x	
Hamilton-Wentworth County RCSSB		20 000	18 000	10 000		x		
Hastings County B of E	13 828.50	18 000	10 000		x			
Hastings-Prince Edward County RCSSB			20 000	18 000			x	
Lincoln County B of E		20 000	18 000	10 000		x		
Lincoln County RCSSB			20 000	18 000		x		
Metro Toronto School Board								
Metro Separate School Board	20 000	18 000	10 000		x			
Niagara South B of E	20 000	18 000	10 000		x			
Norfolk B of E	4 874	3 750	10 000		x			
North York B of E	20 000	18 000	10 000			x		
Northumberland-Newcastle B of E	18 165	17 925	10 000		x			
Peel B of E		20 000	18 000	10 000			x	
Peterborough County B of E	5 916	18 000	10 000			x		
Peterborough-Victoria-								
Northumberland-Newcastle RCSSB	19 327.61	18 000	10 000		x			
Prince Edward County B of E	20 000	18 000	10 000			x		
Scarborough B of E	20 000	18 000	10 000		x			
Simcoe County B of E		20 000	18 000			x		
Simcoe County RCSSB	7 322.63	18 000	10 000			x	x	
Toronto B of E	20 000	18 000	10 000		x			
Victoria County B of E		20 000	18 000	10 000		x		
Waterloo County B of E		20 000	18 000	10 000		x		
Waterloo County RCSSB			20 000	18 000		x		
Welland County RCSSB		20 000	18 000	10 000		x		
Wellington County B of E			20 000	18 000		x		
Wellington County RCSSB		20 000	18 000	10 000		x		
Wentworth County B of E			20 000	18 000			x	
York B of E	20 000	18 000	10 000			x		
York Region B of E								
York Region RCSSB	20 000	18 000	10 000		x			

Central Region		
Totals by Year	1985	\$ 351 479.49
	1986	\$69 061.00
	1987	\$66 000.00
	1988	258 213.00
Total		\$1 744 753.49

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Eastern Region (17 boards)								
Carleton B of E	20 000	18 000	10 000		x			
Carleton RCSSB			20 000	18 000			x	
Frontenac County B of E	18 737.50	18 000	10 000		x			
Frontenac-Lennox-Addington County RCSSB	20 000	18 000	10 000		x			
Lanark County B of E	20 000	18 000	10 000		x			
Lanark-Leeds-Grenville RCSSB		20 000	18 000	10 000		x		
Leeds-Grenville County B of E	20 000	18 000	10 000		x			
Lennox-Addington County B of E		20 000	18 000	18 000		x		
			(returned)					
Ottawa B of E	20 000	18 000	10 000		x			
Ottawa RCSSB	20 000	18 000	10 000		x			
Petawawa CFB B of E			20 000	18 000			x	
Prescott-Russell County B of E	20 000	18 000	10 000		x			
Prescott-Russell County RCSSB	20 000	18 000	10 000		x			
Renfrew County B of E			20 000	18 000			x	
Renfrew County RCSSB				20 000				x
Stormont-Dundas-Glengarry County B of E	20 000	18 000	10 000		x			
Stormont-Dundas-Glengarry County RCSSB		20 000	18 000	10 000			x	

Eastern Region		
Totals by Year	1985	\$228 737.50
	1986	249 000.00
	1987	223 000.00
	1988	115 000.00
Total		\$815 737.50

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Midnorthern Region (15 boards)								
Central Algoma B of E	7 210	12 155			x			
Chapleau B of E								
Chapleau RCSSB								
Dryden B of E								
Espanola B of E	7 631.63	13 500	10 000		x			
Hornepayne B of E								
Manitoulin B of E								
Michipicoten B of E								
Michipicoten RCSSB								
North Shore B of E		5 625	18 000	10 000		x		
North Shore RCSSB								
Sault Ste. Marie B of E	11 573.25	18 000	10 000		x			x
Sault Ste. Marie RCSSB				20 000		x		
Sudbury B of E				20 000				
Sudbury RCSSB								

Midnorthern Region		
Totals by Year	1985	\$ 35 414.88
	1986	55 280.00
	1987	38 000.00
	1988	53 000.00
Total		\$181 694.88

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Northeastern Region (17 boards)								
Cochrane-Iroquois Falls B of E			20 000	18 000				x
Cochrane-Iroquois Falls RCSSB	10 733	18 000				x		
East Parry Sound B of E		18 375	18 000	10 000				
Hearst B of E								
Hearst District RCSSB	8 625	14 738				x		
Kapuskasing B of E				20 000				x
Kapuskasing District RCSSB	6 000	18 000	10 000		x			
Kirkland Lake B of E	10 683.88	18 000	10 000				x	
Kirkland Lake RCSSB		20 000	18 000	10 000				
Muskoka B of E				20 000				x
Nipissing B of E	3 750	18 000		10 000	x			
Nipissing District RCSSB	8 408	18 000	10 000		x			
Timiskaming B of E			9 000	18 000			x	
Timiskaming District RCSSB				20 000				x
Timmins B of E								x
Timmins District RCSSB								
West Parry Sound B of E	4 219.50	18 000	10 000			x		

Northeastern Region		
Totals by Year	1985	\$ 61 271.99
	1986	170 113.00
	1987	111 000.00
	1988	141 000.00
Total		\$483 384.99

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Northwestern Region (14 boards)								
Atikokan B of E								
Dryden District RCSSB								
Fort Frances-Rainy River B of E	7 500	12 889				x		
Fort Frances-Rainy River RCSSB								
Geraldton B of E				20 000				x
Geraldton District RCSSB								
Kenora B of E		20 000	18 000	10 000		x		
Kenora District RCSSB								
Lakehead B of E	8 616	18 000	10 000			x		
Lakehead District RCSSB		20 000	18 000	10 000		x		
Lake Superior B of E								
Nipigon-Red Rock B of E								
North of Superior District RCSSB				20 000				x
Red Lake B of E								

Northwestern Region		
Totals by Year	1985	\$ 16 116.00
	1986	82 889.00
	1987	46 000.00
	1988	66 000.00
Total		\$211 005.00

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Western Region (21 boards)								
Bruce County B of E								
Bruce-Grey County RCSSB			20 000	18 000			X	
Elgin County B of E			6 000			X		
Elgin County RCSSB								
Essex County B of E			20 000	18 000			X	
Essex County RCSSB	12 948	18 000	10 000			X		
Grey County B of E			15 300	18 000		X		
Huron County B of E	12 690	18 000	10 000			X		
Huron-Perth County RCSSB								
Kent County B of E		20 000	18 000	10 000	X			
Kent County RCSSB		20 000	18 000	10 000	X			
Lambton County B of E		3 750				X		
Lambton County RCSSB				20 000		X		
London B of E								
London-Middlesex County RCSSB	20 000	18 000			X			
Middlesex County B of E				20 000		X		
Oxford County B of E	12 312.52	17 983	10 000		X			
Oxford County RCSSB				20 000				
Perth County B of E			20 000	18 000			X	X
Windsor B of E	5 365.41	12 000	8 852			X		
Windsor RCSSB	5 238	18 000	10 000			X		

Western Region		
Totals by Year	1985	\$ 77 553.93
	1986	181 733.00
	1987	169 152.00
	1988	155 000.00
Total		\$583 438.93

Grand Totals, All Regions		
Totals by Year	1985	\$ 770 573.79
	1986	1 308 076.00
	1987	1 153 152.00
	1988	788 213.00
Grand Total		\$4 020 014.79



Appendix B

Female Administrators
as a Percentage of
Total Administrative Staff,
1987

Appendix B: Female Administrators as a Percentage of Total Administrative Staff, 1987

Part One: Supervisory Officers

Region/Board	No. of Positions	No. of Females	% of Females
Central Region			
Borden CFB B of E	2	---	---
Brant County B of E	8	---	---
Brant County RCSSB	4	---	---
Dufferin County B of E	4	---	---
Dufferin-Peel RCSSB	16	2	12.5
Durham B of E	13	1	7.7
Durham Region RCSSB	8	---	---
East York B of E	9	1	11.1
Etobicoke B of E	17	2	11.8
Haldimand County B of E	4	---	---
Haldimand-Norfolk RCSSB	4	---	---
Haliburton County B of E	1	---	---
Halton B of E	13	1	7.7
Halton RCSSB	6	---	---
Hamilton B of E	12	---	---
Hamilton-Wentworth County RCSSB	11	1	9.1
Hastings-Prince Edward County RCSSB	4	---	---
Hastings County B of E	9	---	---
Hugh MacMillan Centre B of E	---	---	---
Lincoln County B of E	9	1	11.1
Lincoln County RCSSB	6	---	---
Metro Separate School Board	51	8	15.7
Metro Toronto School Board	11	1	9.1
Niagara Peninsula Crippled Children's Centre B of E	---	---	---
Niagara South B of E	14	1	7.1
Norfolk County B of E	5	---	---
North York B of E	25	5	20.0
Northumberland-Newcastle B of E	8	---	---
Peel B of E	22	1	4.5
Penetanguishene PSSB	---	---	---
Peterborough County B of E	8	1	12.5
Peterborough-Victoria-Northumberland-Newcastle RCSSB	5	---	---
Prince Edward County B of E	3	---	---
Scarborough B of E	29	2	6.9
Simcoe County B of E	16	---	---
Simcoe County RCSSB	6	1	16.7
Simcoe Hall Children's School B of E	---	---	---
Toronto B of E	33	9	27.3
Trenton CFB B of E	---	---	---
Victoria County B of E	4	---	---
Waterloo County B of E	18	1	5.6
Waterloo Region RCSSB	11	2	18.2
Waterloo N. Children's Centre B of E	---	---	---
Welland County RCSSB	7	---	---
Wellington County B of E	11	1	9.1
Wellington County RCSSB	5	---	---
Wentworth County B of E	7	1	14.3
York B of E	11	2	18.2
York Region B of E	19	1	5.3
York Region RCSSB	13	2	15.4
Central Region Total	502	48	9.6

Source: Affirmative Action Data Base, 1987.

Note: Part one of this appendix includes principals, vice-principals, and department heads under the category "Supervisory Officers" and shows data from all Ontario school boards.

Region/Board	No. of Positions	No. of Females	% of Females
Eastern Region			
Carleton B of E	14	1	7.1
Carleton RCSSB	15	2	13.3
Frontenac County B of E	6	1	16.7
Frontenac-Lennox-Addington County RCSSB	4	---	---
Kingston CFB B of E	---	---	---
Lanark County B of E	6	---	---
Lanark-Leeds-Grenville RCSSB	5	1	20.0
Leeds-Grenville County B of E	7	---	---
Lennox-Addington County B of E	4	---	---
Ottawa B of E	15	3	20.0
Ottawa Children's Treatment Centre B of E	---	---	---
Ottawa RCSSB	8	---	---
Ottawa CFB B of E	---	---	---
Petawawa CFB B of E	1	---	---
Prescott-Russell County B of E	4	---	---
Prescott-Russell County RCSSB	4	1	25.0
Renfrew County B of E	5	---	---
Renfrew County RCSSB	4	---	---
Stormont-Dundas-Glengarry County B of E	7	---	---
Stormont-Dundas-Glengarry RCSSB	6	---	---
Eastern Region Total	115	9	7.8
Midnorthern			
Asquith-Garvey District SAB	---	---	---
Central Algoma B of E	2	1	50.0
Chapleau B of E	1	---	---
Chapleau District RCSSB	---	---	---
Dubreuville RCSSB	---	---	---
Espanola B of E	2	---	---
Foleyet District SAB	---	---	---
Foleyet RCSSB	---	---	---
Gogama District SAB	---	---	---
Gogama RCSSB	---	---	---
Hornepayne B of E	---	---	---
Hornepayne RCSSB	---	---	---
Manitoulin B of E	2	---	---
Michipicoten B of E	---	---	---
Michipicoten RCSSB	---	---	---
Missarenda District SAB	---	---	---
North Shore B of E	3	---	---
North Shore RCSSB	4	---	---
Sault Ste. Marie B of E	6	1	16.7
Sault Ste. Marie RCSSB	6	---	---
Sudbury B of E	9	2	22.2
Sudbury RCSSB	14	---	---
Midnorthern Region Total	49	4	8.2

Region/Board	No. of Positions	No. of Females	% of Females
Northeastern			
Airy-Sabine District SAB	---	---	---
Canfield District SAB	---	---	---
Cochrane-Iroquois Falls B of E	3	1	33.3
Cochrane-Iroquois Falls RCSSB	2	---	---
East Parry Sound B of E	3	---	---
Hearst B of E	---	---	---
Hearst District RCSSB	1	---	---
James Bay Lowlands SSB	---	---	---
Kapuskasing B of E	2	---	---
Kapuskasing District RCSSB	3	---	---
Kirkland Lake B of E	2	---	---
Kirkland Lake District RCSSB	1	---	---
Moose Factory Island District SAB	---	---	---
Moosonee District SAB	---	---	---
Moosonee RCSSB	---	---	---
Murchison-Lyell District SAB	---	---	---
Muskoka B of E	6	---	---
Nipissing B of E	5	---	---
Nipissing District RCSSB	7	---	---
North Bay CFB B of E	---	---	---
Smoky Falls District SAB	---	---	---
Timiskaming B of E	5	---	---
Timiskaming District RCSSB	3	---	---
Timmins B of E	4	1	25.0
Timmins District RCSSB	6	---	---
West Parry Sound B of E	3	---	---
Northeastern Region Total	56	2	3.6
Northwestern			
Atikokan B of E	2	---	---
Atikokan RCSSB	---	---	---
Caramat District SAB	---	---	---
Collins District SAB	---	---	---
Connell-Ponsford District SAB	---	---	---
Dryden B of E	3	---	---
Dryden District RCSSB	---	---	---
Fort Francis-Rainy River B of E	3	---	---
Fort Francis-Rainy River District RCSSB	---	---	---
Geraldton B of E	---	---	---
Geraldton District RCSSB	---	---	---
Ignace RCSSB	---	---	---
Kenora B of E	2	---	---
Kenora District RCSSB	2	---	---
Kilkenny District SAB	---	---	---
Lake Superior B of E	2	1	50.0
Lakehead B of E	9	1	11.1
Lakehead District RCSSB	5	---	---
Mine Centre District SAB	---	---	---
Nakina District SAB	---	---	---
Nipigon-Red Rock B of E	1	---	---
North of Superior District RCSSB	3	---	---
Northern District SAB	1	---	---
Red Lake B of E	2	---	---
Red Lake Area RCSSB	---	---	---
Slate Falls District SAB	---	---	---
Summer Beaver District SAB	---	---	---
Upsala District SAB	---	---	---
Northwestern Region Total	35	2	5.7

Region/Board	No. of Positions	No. of Females	% of Females
Western			
Bruce County B of E	6	---	---
Bruce-Grey County RCSSB	5	---	---
Elgin County B of E	5	1	20.0
Elgin County RCSSB	2	---	---
Essex County B of E	6	1	16.7
Essex County Children's Rehabilitation Centre B of E	---	---	---
Essex County RCSSB	7	2	28.6
Grey County B of E	6	1	16.7
Huron County B of E	5	---	---
Huron-Perth County RCSSB	4	---	---
Kent County B of E	5	---	---
Kent County RCSSB	5	---	---
Lambton County B of E	7	---	---
Lambton County RCSSB	4	---	---
London B of E	15	2	13.3
London-Middlesex County RCSSB	8	1	12.5
Middlesex County B of E	7	---	---
Oxford County B of E	6	---	---
Oxford County RCSSB	4	1	25.0
Perth County B of E	5	---	---
Sarnia and District Children's Treatment Centre B of E	---	---	---
Thames Valley Children's Centre B of E	---	---	---
Windsor B of E	10	1	10.0
Windsor RCSSB	4	---	---
Western Region Total	126	10	7.9
Provincial Total	883	75	8.5

Appendix B: Female Administrators as a Percentage of Total Administrative Staff, 1987

Part Two: Teachers with Administrative Responsibilities

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Central Region						
Borden CFB B of E	7	2	28.6	14	3	21.4
Brant County B of E	46	6	13.0	94	24	25.5
Brant County RCSSB	15	2	13.3	10	2	20.0
Dufferin County B of E	22	4	18.2	23	6	26.1
Dufferin-Peel RCSSB	121	26	21.5	136	36	26.5
Durham B of E	134	31	23.1	280	70	25.0
Durham Region RCSSB	45	9	20.0	51	19	37.3
East York B of E	52	11	21.2	61	16	26.2
Etobicoke B of E	150	34	22.7	245	64	26.1
Haldimand County B of E	22	2	9.1	57	11	19.3
Haldimand-Norfolk RCSSB	16	---	---	---	---	---
Haliburton County B of E	7	3	42.9	11	2	18.2
Halton B of E	103	27	26.2	271	81	29.9
Halton RCSSB	37	12	32.4	34	7	20.6
Hamilton B of E	87	20	23.0	207	51	24.6
Hamilton-Wentworth County RCSSB	62	16	25.8	128	39	30.5
Hastings-Prince Edward County RCSSB	17	4	23.5	9	3	33.3
Hastings County B of E	77	14	18.2	118	19	16.1
Hugh MacMillan Centre B of E	2	1	50.0	---	---	---
Lincoln County B of E	85	13	15.3	193	41	21.2
Lincoln County RCSSB	34	6	17.6	28	8	28.6
Metro Separate School Board	240	72	30.0	308	115	37.3
Metro Toronto School Board	13	7	53.8	---	---	---
Niagara Peninsula Crippled Children's Centre B of E	1	---	---	---	---	---
Niagara South B of E	76	10	13.2	204	43	21.1
Norfolk County B of E	36	4	11.1	90	25	27.8
North York B of E	341	146	27.0	302	91	32.1
Northumberland-Newcastle B of E	66	10	15.2	109	23	21.1
Peel B of E	202	44	21.8	435	145	33.3
Penetanguishene PSSB	1	1	100.0	---	---	---
Peterborough County B of E	52	9	17.3	90	19	21.1
Peterborough-Victoria-Northumberland-Newcastle RCSSB	39	8	20.5	18	6	33.3
Prince Edward County B of E	15	1	6.7	12	---	---
Scarborough B of E	383	110	28.7	435	130	29.9
Simcoe County B of E	137	24	17.5	270	57	21.1
Simcoe County RCSSB	39	11	28.2	19	6	31.6
Simcoe Hall Children's School B of E	1	1	100.0	---	---	---
Toronto B of E	189	57	30.2	445	136	30.6
Trenton CFB B of E	4	1	25.0	---	---	---
Victoria County B of E	34	6	17.6	51	12	23.5
Waterloo County B of E	118	13	11.0	334	73	21.9
Waterloo Region RCSSB	48	13	27.1	72	21	29.2
Waterloo N. Children's Centre B of E	1	1	100.0	---	---	---
Welland County RCSSB	42	5	11.9	23	5	21.7
Wellington County B of E	66	7	10.6	152	31	20.4
Wellington County RCSSB	18	8	44.4	23	3	13.0
Wentworth County B of E	40	8	20.0	107	27	25.2
York B of E	52	14	26.9	119	42	35.3
York Region B of E	127	35	27.6	303	102	33.7
York Region RCSSB	72	23	31.9	71	25	35.2
Central Region Total	3 594	892	24.8	5 962	1 639	27.5

Source: Affirmative Action Data Base, 1987.

Note: Part two of this appendix includes principals, vice-principals, and department heads under the category "Teachers with Administrative Responsibilities" and shows data from all Ontario school boards.

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Eastern Region						
Carleton B of E	119	22	18.5	226	43	19.0
Carleton RCSSB	68	24	35.3	50	11	22.0
Frontenac County B of E	64	8	12.5	104	19	18.3
Frontenac-Lennox-Addington County RCSSB	18	5	27.8	21	7	33.3
Kingston CFB B of E	5	2	40.0	---	---	---
Lanark County B of E	24	5	20.8	59	11	18.6
Lanark-Leeds-Grenville RCSSB	21	7	33.3	1	---	---
Leeds-Grenville County B of E	48	6	12.5	98	24	24.5
Lennox-Addington County B of E	23	5	21.7	42	9	21.4
Ottawa B of E	95	35	36.8	278	51	18.3
Ottawa Children's Treatment Centre B of E	1	---	---	---	---	---
Ottawa RCSSB	52	10	19.2	35	12	34.3
Ottawa CFB B of E	5	---	---	---	---	---
Petawawa CFB B of E	7	1	14.3	6	---	---
Prescott-Russell County B of E	6	1	16.7	69	14	20.3
Prescott-Russell County RCSSB	34	2	5.9	---	---	---
Renfrew County B of E	30	10	33.3	98	18	18.4
Renfrew County RCSSB	26	11	42.3	1	---	---
Stormont-Dundas-Glengarry County B of E	41	6	14.6	147	25	17.0
Stormont-Dundas-Glengarry RCSSB	42	16	38.1	3	---	---
Eastern Region Total	729	176	24.1	1 238	244	19.7
Midnorthern						
Asquith-Garvey District SAB	1	---	---	---	---	---
Central Algoma B of E	10	1	10.0	10	1	10.0
Chapleau B of E	1	---	---	3	2	66.7
Chapleau District RCSSB	2	---	---	---	---	---
Dubreuilville RCSSB	1	---	---	---	---	---
Espanola B of E	10	2	20.0	16	3	18.8
Foley District SAB	1	---	---	---	---	---
Foley RCSSB	1	1	100.0	---	---	---
Gogama District SAB	1	1	100.0	---	---	---
Gogama RCSSB	1	1	100.0	---	---	---
Hornepayne B of E	2	---	---	1	---	---
Hornepayne RCSSB	1	---	---	---	---	---
Manitoulin B of E	8	2	25.0	15	5	33.3
Michipicoten B of E	2	---	---	15	5	33.3
Michipicoten RCSSB	3	1	33.3	---	---	---
Missarenda District SAB	1	---	---	---	---	---
North Shore B of E	13	1	7.7	34	3	8.8
North Shore RCSSB	12	6	50.0	---	---	---
Sault Ste. Marie B of E	49	4	8.2	73	15	20.5
Sault Ste. Marie RCSSB	43	8	18.6	29	8	27.6
Sudbury B of E	57	10	17.5	220	45	20.5
Sudbury RCSSB	75	20	26.7	54	28	51.9
Midnorthern Region Total	295	58	19.7	470	115	24.5

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Northeastern						
Airy-Sabine District SAB	1	1	100.0	---	---	---
Canfield District SAB	1	---	---	---	---	---
Cochrane-Iroquois Falls B of E	7	1	14.3	32	8	25.0
Cochrane-Iroquois Falls RCSSB	6	1	16.7	5	1	20.0
East Parry Sound B of E	16	1	6.3	15	3	20.0
Hearst B of E	1	---	---	13	3	23.1
Hearst District RCSSB	4	2	50.0	---	---	---
James Bay Lowlands SSB	---	---	---	10	5	50.0
Kapuskasing B of E	3	---	---	14	---	---
Kapuskasing District RCSSB	13	7	53.8	17	5	29.4
Kirkland Lake B of E	6	---	---	21	3	14.3
Kirkland Lake District RCSSB	7	3	42.9	---	---	---
Moose Factory Island District SAB	2	---	---	---	---	---
Moosonee District SAB	1	---	---	---	---	---
Moosonee RCSSB	1	---	---	---	---	---
Murchison-Lyell District SAB	1	---	---	---	---	---
Muskoka B of E	30	5	16.7	38	4	10.5
Nipissing B of E	33	10	30.3	71	9	12.7
Nipissing District RCSSB	29	6	20.7	43	11	25.6
North Bay CFB B of E	2	---	---	---	---	---
Smoky Falls District SAB	1	---	---	---	---	---
Timiskaming B of E	12	3	25.0	36	6	16.7
Timiskaming District RCSSB	10	5	50.0	---	---	---
Timmins B of E	12	4	33.3	30	7	23.3
Timmins District RCSSB	19	5	26.3	20	5	25.0
West Parry Sound B of E	10	2	20.0	19	4	21.1
Northeastern Region Total	228	56	24.6	384	74	19.3
Northwestern						
Atikokan B of E	1	---	---	3	---	---
Atikokan RCSSB	2	---	---	---	---	---
Caramat District SAB	1	---	---	---	---	---
Collins District SAB	1	1	100.0	---	---	---
Connell-Ponsford District SAB	1	---	---	---	---	---
Dryden B of E	15	5	33.3	28	5	17.9
Dryden District RCSSB	2	2	100.0	---	---	---
Fort Francis-Rainy River B of E	10	---	---	20	---	---
Fort Francis-Rainy River District RCSSB	4	2	50.0	---	---	---
Geraldton B of E	4	1	25.0	13	2	15.4
Geraldton District RCSSB	3	1	33.3	---	---	---
Ignace RCSSB	1	1	100.0	---	---	---
Kenora B of E	13	5	38.5	16	2	12.5
Kenora District RCSSB	3	---	---	1	---	---
Kilkenny District SAB	1	---	---	---	---	---
Lake Superior B of E	6	2	33.3	27	5	18.5
Lakehead B of E	88	17	19.3	125	26	20.8
Lakehead District RCSSB	31	6	19.4	12	4	33.3
Mine Centre District SAB	2	1	50.0	---	---	---
Nakina District SAB	1	---	---	---	---	---
Nipigon-Red Rock B of E	4	3	75.0	5	2	40.0
North of Superior District RCSSB	12	5	41.7	---	---	---
Northern District SAB	3	---	---	---	---	---
Red Lake B of E	5	2	40.0	6	2	33.3
Red Lake Area RCSSB	1	---	---	---	---	---
Slate Falls District SAB	1	1	100.0	---	---	---
Summer Beaver District SAB	1	---	---	---	---	---
Upsala District SAB	1	---	---	---	---	---
Northwestern Region Total	218	55	24.8	256	48	18.8

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Western						
Bruce County B of E	44	8	18.2	70	10	14.3
Bruce-Grey County RCSSB	10	4	40.0	10	---	---
Elgin County B of E	38	6	15.8	73	13	17.8
Elgin County RCSSB	7	1	14.3	1	1	100.0
Essex County B of E	41	9	22.0	112	15	13.4
Essex County Children's Rehabilitation Centre B of E	2	1	50.0	---	---	---
Essex County RCSSB	32	5	15.6	17	3	17.6
Grey County B of E	39	9	23.1	89	22	24.7
Huron County B of E	40	7	17.5	76	10	13.2
Huron-Perth County RCSSB	17	2	11.8	1	---	---
Kent County B of E	46	6	13.0	108	12	11.1
Kent County RCSSB	27	2	7.4	9	2	22.2
Lambton County B of E	54	7	13.0	92	15	16.3
Lambton County RCSSB	32	8	25.0	12	1	8.3
London B of E	113	25	22.1	248	53	21.4
London-Middlesex County RCSSB	39	4	10.3	38	3	7.9
Middlesex County B of E	43	7	16.3	81	18	22.2
Oxford County B of E	51	8	15.7	114	30	26.3
Oxford County RCSSB	8	3	37.5	2	---	---
Perth County B of E	38	8	21.1	80	19	23.8
Sarnia and District Children's Treatment Centre B of E	1	1	100.0	---	---	---
Thames Valley Children's Centre B of E	1	1	100.0	---	---	---
Windsor B of E	62	11	17.7	112	21	18.8
Windsor RCSSB	53	9	17.0	47	12	25.5
Western Region Total	838	152	18.1	1 392	260	18.7
Provincial Total	5 902	1 389	23.5	9 702	2 380	24.5



Appendix C

**Highlights From Boards That
Reached Maximum Eligibility
in the Incentive Fund in 1987**

Appendix C: Highlights From Boards That Reached Maximum Eligibility in the Incentive Fund in 1987

This report highlights affirmative action/employment equity activities by boards that reached maximum eligibility under the incentive fund in 1987. It is based on 1987 year-end reports from Central, Eastern, Midnorthern, Northeastern, Northwestern, and Western region boards.

Central Region

Brant County Board of Education

- Made provision for male and female representation on interview selection teams
- Ensured female participation in management initiatives and special assignments
- Included the notice "An Equal Opportunity Employer" in all advertisements and postings for employment

Brant County RCSS Board

- Approved and allocated space for a workplace child care centre
- Developed policy on sexual harassment
- Conducted an employee needs assessment

Durham Board of Education

- Initiated an affirmative action committee
- Developed recruitment and selection practices and guidelines
- Created a newsletter on affirmative action

Durham Region RCSS Board

- Established an affirmative action committee
- Adjusted employment policies and procedures

Haldimand-Norfolk RCSS Board

- Undertook career planning for women
- Reviewed employment policies and procedures
- Established an affirmative action committee

Halton RCSS Board

- Won vocal and visible support from senior management for affirmative action
- Ensured trustees' attendance at programs on affirmative action

Hastings County Board of Education

- Prepared a document on interviewing and selecting leaders
- Formed a job evaluation committee to review job descriptions
- Developed school affirmative action plans

Metropolitan Separate School Board

- Delivered training sessions on affirmative action to 400 women participants
- Prepared a booklet addressing the issue of sexual harassment
- Presented goals and timetables to the Trustee Advisory Committee (December 1986)

Niagara South Board of Education

- Formed an affirmative action committee
- Eliminated sexist language from new board by-laws and ensured the use of inclusionary language in all board documents
- Held affirmative action awareness sessions for staff involved in recruitment

Norfolk County Board of Education

- Formed an affirmative action committee

North York Board of Education

- Won the 1984 Employment Equity Award
- Created posters on affirmative action and sexual harassment
- Conducted a study of part-time teachers

Northumberland-Newcastle Board of Education

- Developed an affirmative action newsletter and submitted articles to the Federation of Women Teachers' Associations of Ontario, the Ontario Public School Teachers' Federation, and the Ontario Secondary School Teachers' Federation
- Established promotion profiles and criteria
- Created a subsidization fund to subsidize women upgrading their skills or undergoing professional development related to affirmative action

Peterborough County Board of Education

- Established an affirmative action committee
- Developed affirmative action goals for schools and board departments

Peterborough-Victoria-Northumberland-Newcastle RCSS Board

- Developed a newsletter on affirmative action
- Delivered a workshop on the Leadership Education Action Program

Prince Edward County Board of Education

- Established an affirmative action committee
- Undertook a day care needs survey
- Created a leadership program

Scarborough Board of Education

- Created the newsletter *Changing Images*
- Held a conference, "Role Modelling the Future", attended by senior management and trustees
- Offered workshops on the promotion process and on interview strategies

Toronto Board of Education

- Won the 1985 Employment Equity Award
- Reprinted guidelines for processing job applications and conducting interviews
- Offered training sessions for interviewers

York Region Board of Education

- Conducted an employment survey to develop a human resources inventory of promotable women
- Held videotape interview simulation sessions to assist women's promotion to leadership positions
- Included a section on affirmative action section within the board's regular newsletter

York Region RCSS Board

- Assigned a page in the director's monthly newsletter to affirmative action issues
- Initiated a seminar series on leadership training
- Organized a system-wide professional development day

Eastern Region

Carleton Board of Education

- Instituted an affirmative action column in the newsletter *Nuts & Bolts*
- Implemented a job shadowing program
- Developed a monitoring process and standard of comparison to measure the progress of women's appointments

Frontenac County Board of Education

- Provided career planning for women
- Established a newsletter on affirmative action

Frontenac-Lennox-Addington County RCSS Board

- Established an affirmative action advisory committee
- Formed a network group to assist women
- Started an employee newsletter on affirmative action

Lanark County Board of Education

- Established a network for women employees
- Initiated a job shadowing program
- Made presentations and delivered workshops on issues related to affirmative action (i.e., time management, conflict resolution, resume writing, and interview skills)

Leeds-Grenville County Board of Education

- Established an affirmative action committee
- Initiated a job shadowing program
- Offered leadership seminars

Ottawa Board of Education

- Published a calendar of affirmative action seminars
- Made affirmative action a regular feature of the board newsletter
- Designed an affirmative action logo and brochure

Ottawa RCSS Board

- Collected and analysed statistical workforce data
- Established an affirmative action committee
- Co-hosted the Fall '87 Network

Prescott-Russell County Board of Education

- Established an affirmative action committee
- Proposed an affirmative action/employment equity triennial action plan

Prescott-Russell County RCSS Board

- Developed a list of promotable women employees
- Developed an implementation plan for affirmative action
- Formed a network of liaison officers within the board for affirmative action initiatives

Stormont-Dundas-Glengarry County Board of Education

- Initiated a job shadowing program
- Developed resources on the employment selection process
- Established policy on sexual harassment

Midnorthern Region

Espanola Board of Education

- Initiated an affirmative action committee
- Developed job descriptions for non-teaching staff

Sault Ste. Marie Board of Education

- Developed new policy on hiring and promotion procedures
- Established an affirmative action committee

Northeastern Region

Kapuskasing District RCSS Board

- Developed an employee newsletter on affirmative action
- Conducted affirmative action workshops

Kirkland Lake Board of Education

- Developed non-sexist language guidelines and policy
- Established an affirmative action committee
- Developed a newsletter on affirmative action

Nipissing District RCSS Board

- Created a document on guidelines for interviewers
- Established a job catalogue
- Implemented a leadership course

West Parry Sound Board of Education

- Created the *Employment Equity Newsletter*
- Developed a bibliography for non-sex-stereotyping activities

Northwestern Region

Lakehead Board of Education

- Produced a video on employment equity in education
- Developed a career planning manual

Western Region

Essex County RCSS Board

- Established an affirmative action committee
- Created a professional and leadership development library
- Started a bi-monthly newsletter

Huron County Board of Education

- Undertook a wage and salary administration survey
- Offered workshops on building affirmative action/employment equity awareness

Oxford County Board of Education

- Undertook an affirmative action/employment equity attitude staff survey
- Established a monthly newsletter on affirmative action
- Developed forms for recruitment analysis

Windsor Board of Education

- Offered a workshop on professional impact and power
- Developed a job shadowing project
- Undertook a survey of academic status

Windsor RCSS Board

- Conducted attitude surveys
- Established the Women in Education Network
- Appointed staff as affirmative action liaison personnel



Appendix D

A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1987

Appendix D: A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1987

This comparative analysis was prepared by the Ministry of Education's Equal Opportunity/Affirmative Action Unit and the Policy Analysis and Research Branch, as the eighth of a continuing series of reports on the changes in Ontario's full-time educational staff between given time-base years. Male and female staff are compared by selected characteristics and variables, such as age, position, salary, total teaching experience, highest teaching level, and highest degree obtained. Thus, the report provides a "freeze-frame" of the province's educational system, rather than an explanation of the data's implications.

Three sources were used: the Teaching Staff Report portion of the September School Report, the Teacher Information File, and the Teacher Salary File. Data for both the public and Roman Catholic schools are included in the tables attached to this report: Tables P1-P12 provide data on public schools and Tables R1-12 provide data on separate schools. Public funding for Roman Catholic schools was extended to Grade 11 in 1985, to Grade 12 in 1986, and to Grade 13 in 1987, making comparison of the public and Roman Catholic panels of the total system inappropriate in previous years. Highlights from the tables are presented below.

Throughout the report the following definitions are used:

- *Educational staff* (or educators) refers to principals, vice-principals, department heads, regular classroom teachers, and "others" who are employed on a full-time basis in the publicly supported elementary and secondary school systems. Note that "others" include any teaching staff not in a regular classroom situation (such as guidance counsellors and librarians). Personnel attached to board offices are *not* included.
- *Positions of added responsibility* refers to principals, vice-principals, and department heads.

Public School Boards: Tables P1-P12

The tables for public school boards compare data for 1978 and 1987. As in previous years, salary data are analysed between two consecutive years (i.e., 1986 and 1987). Salary is stated in current (not constant) dollar terms; thus the combination of the effects of inflation, changes in the salary grid due to negotiations by the boards, and changes in qualifications renders a compari-

son of salary data over a longer period of time less meaningful. Two types of percentage distribution are shown: percentage distribution of women/men within each category, and women/men as a percentage of all women/men.

Figures 1-4 and Table A below combine data from these tables.

Elementary Level

Comparison of 1978 and 1987 public elementary teaching staff shows that in 1987 the teaching force is older, more experienced, better qualified, and has a higher percentage of females.

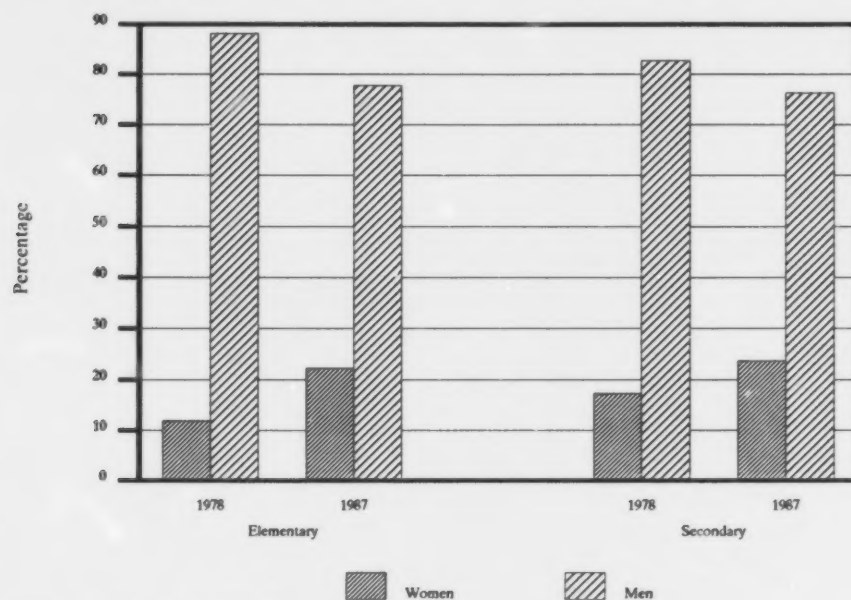
- Table P1 shows that women comprise 67.2 per cent of the total public elementary teaching force in 1987. This percentage is up from 65.1 per cent in 1978.
- Table P2 displays changes in the percentage of male and female teachers, including those of added responsibility, between 1978 and 1987. (See also Table A and Figure 1.)
 - The composition of the 1987 public elementary system is predominantly female — 71.9 per cent of all classroom teachers. Moreover, changes in the overall number of teachers between 1978 and 1987 tend to reinforce this predominance: there are 1 287 more females and 573 fewer males in 1987 than in 1978. (See also Figure 2.)
 - Of all educational staff in positions of added responsibility at the elementary level, 22 per cent were female in 1987, compared with about 12 per cent in 1978.
 - The percentage of female elementary principals in 1987 is 13.6 per cent, virtually double the 6.7 per cent figure for 1978.
 - A similar increase is seen in the number of female elementary vice-principals: the percentage has risen from 15.5 per cent in 1978 to 30.1 per cent in 1987.

Table A: Public Elementary and Secondary School Teachers in Positions of Added Responsibility

Position	1978			1987		
	Women	Men	Total	Women	Men	Total
Elementary						
Principal	166	2 325	2 491	323	2 058	2 381
Vice-Principal	176	963	1 139	387	900	1 287
Department Head	133	232	365	212	263	475
Subtotal	475	3 520	3 995	922	3 221	4 143
% of Total	11.89	88.11	100.00	22.25	77.75	100.00
Secondary						
Principal	17	560	577	47	519	566
Vice-Principal	59	759	818	145	702	847
Department Head	1 328	5 406	6 734	1 772	5 105	6 877
Subtotal	1 404	6 725	8 129	1 964	6 326	8 290
% of Total	17.27	82.73	100.00	23.69	76.31	100.00

Source: September School Reports, 1978 and 1987.

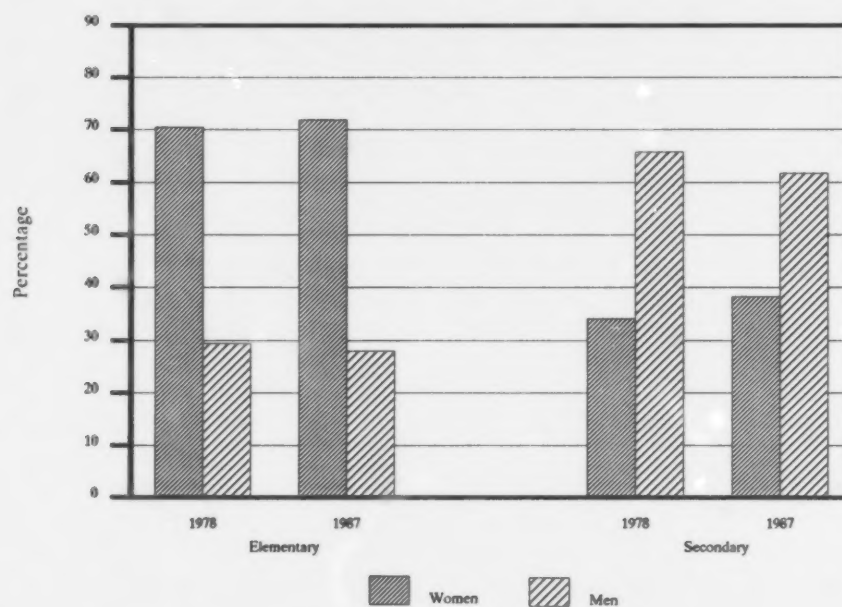
Figure 1: Public School Teachers in Positions of Added Responsibility, 1978 and 1987



Source: September School Reports, 1978 and 1987.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

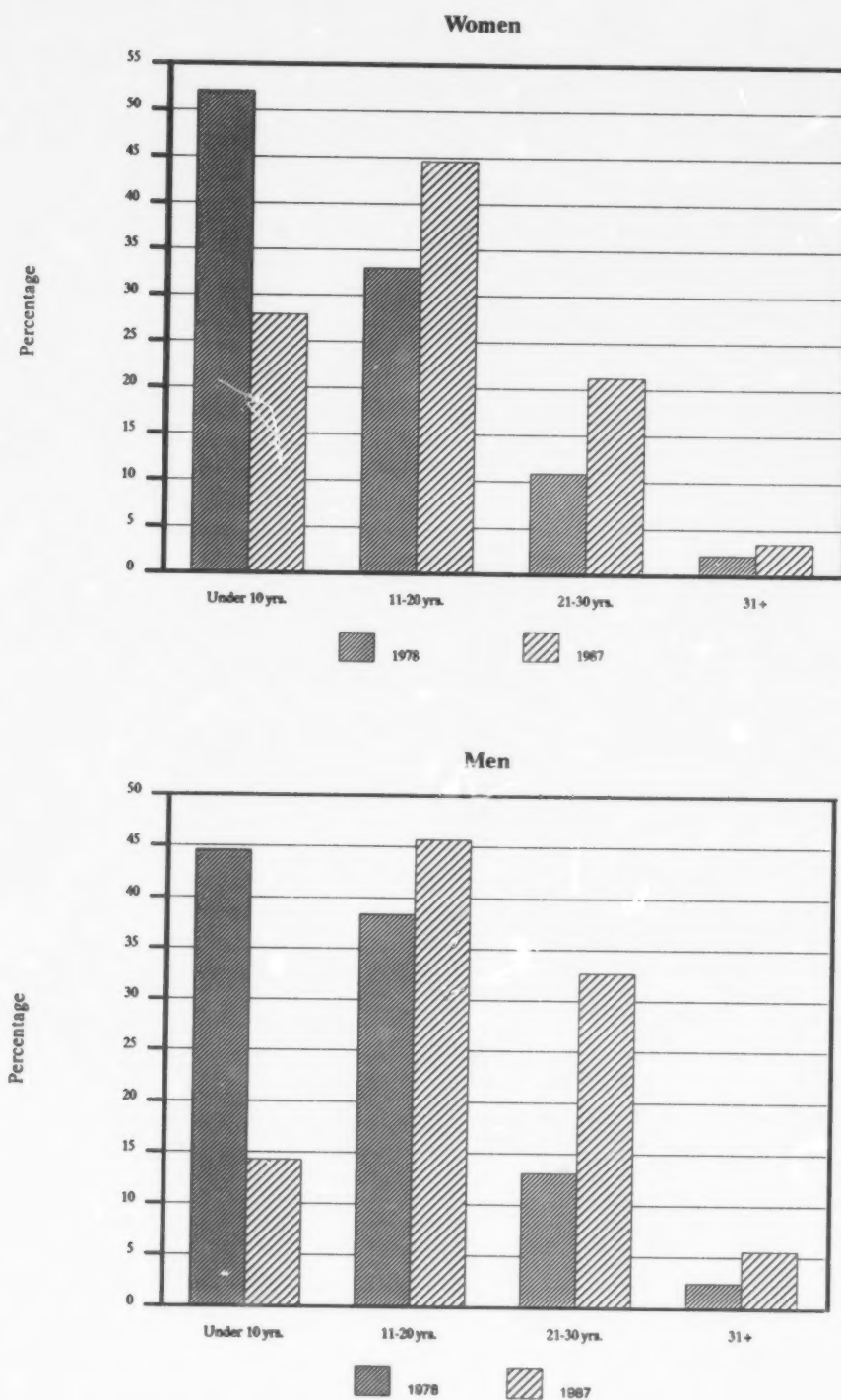
Figure 2: Classroom Teachers, Public Schools, 1978 and 1987



Source: September School Reports, 1978 and 1987.

- Table P3 displays data on the age of Ontario educational staff.
 - The elementary teaching force (both male and female) is aging. In 1978, 32 per cent of all women elementary teachers and 19 per cent of all male teachers were in the 19-29 years of age group. By 1987, these percentages had fallen to 11.6 and 4.3, respectively. In contrast, the percentage of all women teachers aged 50+ has risen from 11.7 in 1978 to 14.2 in 1987. The percentage of all male teachers aged 50+ has shown similar trends, rising from 7.1 in 1978 to 14.2 in 1987.
 - In 1978, the greatest percentage of male and female teachers was in the group aged 30-39. In 1987, however, the percentages of female teachers in the age groups 30-39 and 40-49 are virtually identical, and one-half of all male teachers are in the group aged 40-49 years. Indeed, since 1978 the percentage of both male and female teachers in that age group has doubled.
- Table P4 displays data on the total years of teaching experience held by the male and female members of Ontario's educational staff. (See also Figure 3.) Age and years of experience are closely related; the data on experience therefore reinforce the fact that the elementary teaching force is an aging one. Furthermore, the imbalance apparent in the male-female ratio is being accentuated as the teaching staff ages and gains years of experience.
 - The percentage of female teachers in the "beginner" category continues to rise. In 1978, 72.5 per cent of all new teachers were women; by 1987 the figure had increased to 80.9 per cent.
 - There were 444 more new women teachers in 1987 than in 1978 and 41 more new men teachers over the same time period.
 - In 1978, 52.1 per cent of all female teachers and 44.6 per cent of all male teachers had 1 to 10 years of experience. The 1987 figures show a sharp decrease: only 27.9 per cent of female teachers and 14.3 per cent of male teachers are in this category.
 - The highest percentage of male and female teachers had between 11 and 20 years of experience in 1987.
 - A higher percentage of male teachers (32.7 per cent) than female teachers (21.2 per cent) had 21 to 30 years of experience.
- Table P5 displays data on the highest degree obtained by male and female teachers in Ontario.
 - The 1987 public elementary teaching force was better educated than the 1978 teaching force. Of the 39 175 teachers reporting degree status in 1987, only 27.5 per cent had no degree. In 1978, this percentage stood at 41.2 per cent. Conversely, the number of teachers with a degree has risen: 64.9 per cent of all women and 88.2 per cent of all men teaching in Ontario's public elementary schools held degrees in 1987. In 1978, only 47.4 per cent of all women and 80.3 per cent of all men held degrees.
 - The actual numbers of both men and women with a master's degree in 1987 show marked increases over 1978. Although the actual percentages are relatively low (in terms of the overall distribution), the number of women with a master's degree is almost 4 times higher than in 1978 and the number of men has almost doubled.

Figure 3: Total Teaching Experience, Public Elementary Teachers, 1978 and 1987



Source: September School Reports, 1978 and 1987.

- Table P6 displays data on salary distribution. Unlike the other tables, it uses only the most recent two years as a comparative base. Salary data are displayed in \$3 000 intervals, with exception of those groups of salaries under \$21 000 and over \$45 000. Salary is a proxy measure for years of experience and qualification: the more highly qualified and experienced a teacher, the higher the salary.
 - The 1987 median salary for women teachers in Ontario public elementary schools is \$40 295, or 83.6 per cent of the median salary for men teachers. In 1986 the median salary for women was 83.1 per cent of the median salary for men.
 - The percentage of women (34.8 per cent) with salaries of \$45 000 or higher is a little more than half the percentage of men (67.5) in that salary grouping.
- Table P7 shows the total teaching force (both elementary and secondary) distributed by highest teaching level and sex.
 - In 1978, 56.3 per cent of all women teachers and 15.1 per cent of all men teachers listed Grades JK-6 as the highest grade taught. These percentages rose slightly to 56.4 and 17.1, respectively, in 1987.
 - 66.1 per cent of all male teachers in 1978 and 30 per cent of all female teachers listed Grades 9-13 as the highest grade taught. The corresponding percentages for 1987 were 63.6 per cent of all male teachers and 28.3 per cent of all female teachers.

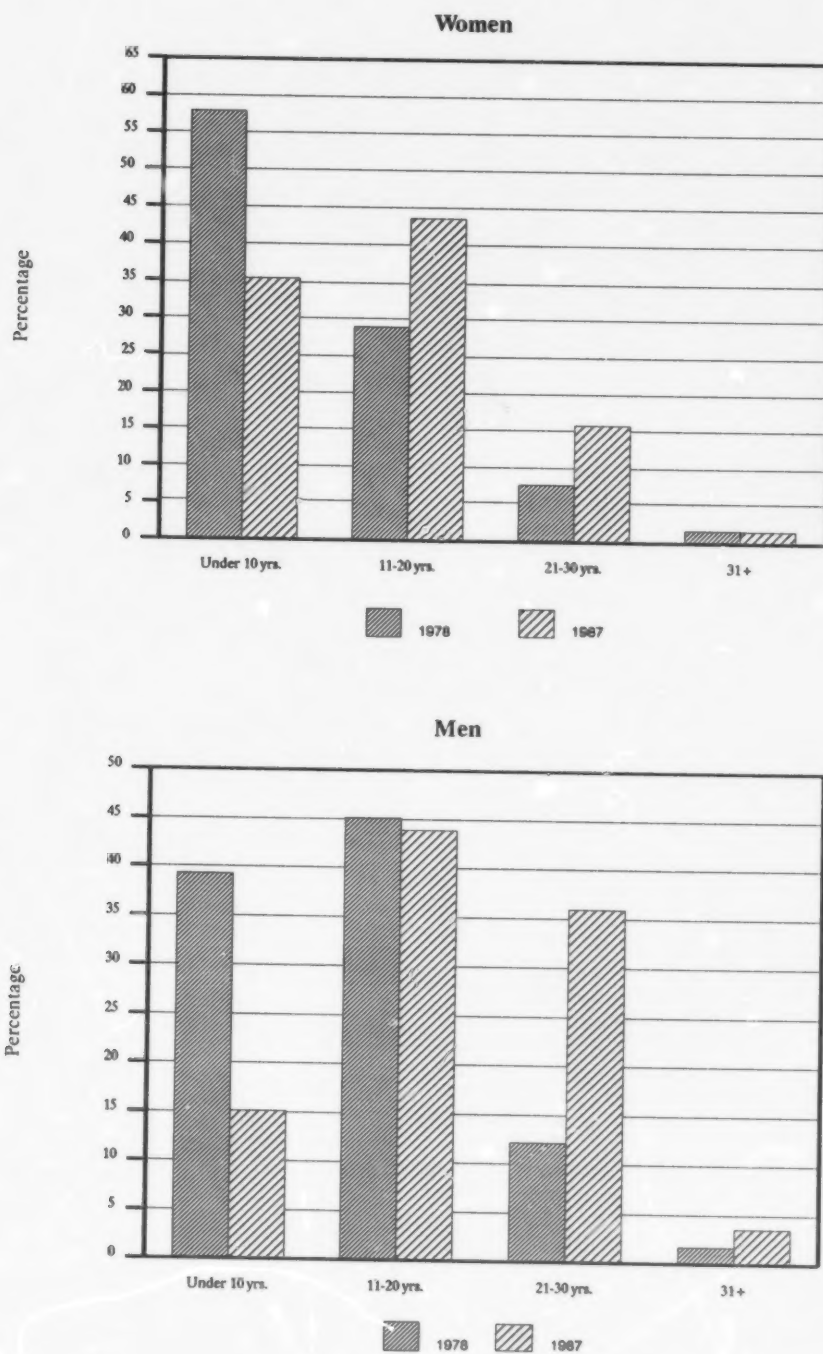
Secondary Level

As is the case with the public elementary teaching force, comparison of the teaching forces in public secondary schools for 1987 and 1978 shows that the 1987 staff are older, more experienced, and better qualified. Women now comprise 34.7 per cent of that teaching force, up from 30.2 per cent in 1978 (see Table P1).

- Table P8 documents changes in the percentage of women in positions of added responsibility. (See also Figure 1.)
 - Of all educational staff in positions of added responsibility at the secondary level, 24 per cent were female in 1987, compared with 17 per cent in 1978.
 - Although the actual number of women principals has increased from 17 in 1978 to 47 in 1987, the percentage of all principals who are women is still low — 8.3 in 1987, in contrast with 2.9 for 1978.
 - 17.1 per cent of all vice-principals in 1987 were women, a figure that is more than double the 7.2 per cent figure for 1978.
- Table P9 shows the distribution of full-time teachers by age. Like the elementary teaching force, the secondary teaching force aged between 1978 and 1987.
 - In 1978, 30.6 per cent of all female and 43.3 per cent of all male secondary teachers were age 40 or older. In 1987 slightly more than one-half (50.7 per cent) of all female teachers and almost three-quarters (74 per cent) of all male teachers at this level were age 40 or older.
 - In 1978, 30.4 per cent of all women teachers were in the 19-29 years of age category. By 1987, this percentage had fallen to 13.2.

- The highest percentage of female and male teachers was 30-39 years of age in 1978. In 1987, the highest percentage of male teachers (49.1 per cent) was 40-49 years of age. For female teachers, the 30-39 years of age group (with 36.1 per cent) and the 40-49 years of age group (with 36.8 per cent) were the two groups with the highest percentages.
- Table P10 displays data concerning the total number of years of teaching experience held by the educational staff in secondary schools. (See also Figure 4.)
 - Although the actual number of "beginner" teachers has decreased by 103 since 1978, the sex distribution has altered: in 1978, 48.7 per cent of these teachers were women; in 1987, the percentage increased to 56.8.
 - Secondary school teaching staff were more experienced in 1987 than in 1978. In 1978, 61.7 per cent of all women and 41 per cent of all men had 10 years or less total teaching experience. In 1987, 39 per cent of all women and 16.6 per cent of all men were in that category.
 - In 1978, almost 60 per cent of all female staff were in the 1 to 10 years category; in 1987, the highest percentage of female staff was in the 11 to 20 years category. The highest percentage of all male secondary staff was found in the 11 to 20 years category in both years.
 - There has been a marked increase in the percentage of male and female secondary teachers with 21 to 30 years of experience: the percentage of all females in this category has doubled since 1978 and that of all males has almost tripled. This is a further indication of the aging of the secondary staff, both male and female.
- Table P11 shows data on the highest degree obtained by the secondary school teaching force.
 - The secondary teaching force was better educated in 1987 than in 1978. The percentage of all teachers reporting no degree has fallen from 14.4 per cent in 1978 to 9.1 per cent in 1987. The sex distribution of teachers in this category is virtually the same as in 1978: about 17 per cent are women and about 83 per cent are men.
 - About 95 per cent of all female teachers and 88 per cent of all male teachers reported degrees in 1987, compared with 92 per cent and 83 per cent, respectively, in 1978.
- Table P12 shows data on salary distribution. Note that only data for 1986 and 1987 are compared.
 - The median salary for female teachers in Ontario public secondary schools in 1987 is \$46 285, or 92.3 per cent of the median salary for male teachers. In 1986, the median for female teachers was \$44 243, or 92.5 per cent of the median figure for male teachers.
 - The highest percentage of both men and women is found in the \$45 000 and over salary category in 1987: 55 per cent of all female teachers and almost 77 per cent of all male teachers are in this range. These figures represent an increase from 47.8 per cent (women) and 72.4 per cent (men) in 1986.

Figure 4: Total Teaching Experience, Public Secondary Teachers, 1978 and 1987



Source: September School Reports, 1978 and 1987.

Roman Catholic School Boards: Tables R1-R12

Because the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987 has made the use of time series analyses of historical data inappropriate, the Roman Catholic school data are shown in tables separate from those for public schools. The analysis therefore uses 1985 and 1987 data as the points of comparison for the elementary system and reports 1987 data only for the secondary system. Future editions of the analysis will use 1987 as the base year for secondary school comparisons. Table B below combines data from these tables.

Elementary Level

The total number of teaching staff in elementary schools has increased slightly (7.5 per cent) since 1985.

- Table R1 shows that women comprise 75.3 per cent of the elementary teaching force and 45.3 per cent of the secondary teaching force.
- Table R2 shows that, among the educational staff for 1987, 75.3 per cent were women and 24.7 per cent were men. The percentage of women shows a slight increase and the percentage of men a slight decrease from 1985 figures.
- More women hold positions of responsibility than in 1985. The percentage of female principals rose from 20.9 in 1985 to 22.7 in 1987, and the percentage of women vice-principals from 28.8 to 34.3.

Table B: Roman Catholic Elementary and Secondary School Teachers in Positions of Added Responsibility

Position	Female	Male	Total	Female	Male	Total
	Elementary 1985			Elementary 1987		
Principal	254	960	1 214	283	965	1 248
Vice-Principal	86	213	299	115	220	335
Department Head	4	3	7	4	1	5
Subtotal	344	1 176	1 520	402	1 186	1 588
% of Total	22.6	77.4	100.0	25.3	74.7	100.0
				Secondary 1987		
Principal				30	99	129
Vice-Principal				35	146	181
Department Head				344	705	1 049
Subtotal				409	950	1 359
% Total				30.1	69.9	100.0

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

- Table R3 shows data on the age profile of educators:
 - Although the highest percentage of both male and female educators continues to be found in the 30-39 years of age category, the number and percentage of educators of both sexes in the group aged 40-49 years is increasing.
 - In 1985, 43.3 per cent of all women were in the 30-39 years of age bracket, and 28.8 per cent were in the group aged 40-49. This distribution has shifted to 38.8 per cent (30-39 years of age) and 32.5 per cent (40-49 years of age) in just 2 years.
 - In 1985, almost half of all male teachers were in the 30-39 years of age group and 32 per cent were in the group aged 40-49. Here, too, a shift is seen: in 1987, 40.7 per cent of all men were in the 30-39 years of age group and 38.9 per cent were in the 40-49 age group.
- Table R4 shows data on years of experience.
 - There were 394 more "beginner" teachers in 1987, an increase of almost 80 per cent over the 1985 figure. The proportion of "beginner" teachers who are female has risen from about 75 per cent in 1985 to almost 80 per cent in 1987.
 - The highest percentage of both male and female educational staff had between 11 and 20 years of experience in both 1985 and 1987.
- Table R5 shows data on the highest degree held by male and female educators.
 - 90 per cent of all male teachers held a degree in 1987, compared to 88.9 per cent in 1985. In 1987, 62.2 per cent of all female teachers held a degree, which is up slightly from 58.1 per cent in 1985.
 - Although only 3.7 per cent of all women teachers held masters' degrees, 17.8 per cent of all men teachers held these degrees in 1987.
- Table R6 shows data on salary distribution.
 - The median salary for women elementary teachers was \$38 390 in 1987, or 81.7 per cent of the median salary for men. In 1986, the median salary for women was \$35 874, or 81.9 per cent of the median salary for men.
 - The distribution of both men and women across the various salary intervals was relatively even in 1987. The only major change over the 1986 data was the increase from 14.9 to 28.2 in the percentage of women and from 44.5 to 58.8 in the percentage of men with salaries \$45 000+.
- Table R7 shows the distribution of teachers by highest teaching level and sex. These data pertain to 1987 only, due to the extension of public funding to Grade 13 in Roman Catholic separate schools in 1987. As with Table P7, this table gives data for both elementary and secondary teaching staff.
 - 66 per cent of all women reported Grades JK-6 as the highest level taught, whereas about 75.8 per cent of all men reported Grades 7-13 as the highest level.
 - Of all teachers listing Grades JK-3 as the highest level taught, only 4 per cent were male.

Secondary Level

It should be noted that secondary-level data are not comparable with previous years because of the extension of public funding to Grade 13 in 1987. Thus Tables R8-R12 show only 1987 data. This data will, however, form the base year for future comparative analyses. Below are selected highlights from the tables:

- Women make up about 30 per cent of the total positions of added responsibility. Approximately 23 per cent of all principals, 19 per cent of all vice-principals, and 33 per cent of all department heads are female (Table R8).
- The highest percentage of both male and female teaching staff is in the 30 to 39 years of age category (Table R9).
- 56 per cent of all "beginner" teachers are women (Table R10).
- The highest percentage of both male and female teaching staff is in the 1 to 10 years of total teaching experience category (Table R10).
- 96 per cent of all men and women held a minimum of a bachelor's degree (Table R11).
- The median salary for women in 1987 was \$41 323, or 89 per cent of the corresponding salary for men (Table R12).
- The highest percentage of both men and women is found in the \$45 000+ salary category in 1987. Almost forty per cent of all female teachers and more than 55 per cent of all male teachers were in this category (Table R12).

**Table P1: Public School Boards, Elementary and Secondary:
Distribution of Educational Staff by Sex, 1978 and 1987**

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1978	25 085	13 454	38 539	65.1	34.9
1987	26 372	12 881	39 253	67.2	32.8
Change	1 287	-573	714	2.1	-2.1
Secondary					
1978	10 676	24 651	35 327	30.2	69.8
1987	11 314	21 258	32 572	34.7	65.3
Change	638	-3 393	-2 755	4.5	-4.5

Source: September School Reports, 1978 and 1987.

**Table P2: Public School Boards, Elementary: Distribution of
Full-Time Teachers by Position and Sex, 1978 and 1987**

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	166	2 325	2 491	6.7	93.3	0.7	17.3
1987	323	2 058	2 381	13.6	86.4	1.2	16.0
Change	157	-267	-110	6.9	-6.9	0.5	-1.3
Vice-Principal							
1978	176	963	1 139	15.5	84.5	0.7	7.2
1987	387	900	1 287	30.1	69.9	1.5	7.0
Change	211	-63	148	14.6	-14.6	0.8	-0.2
Department Head							
1978	133	232	365	36.4	63.6	0.5	1.7
1987	212	263	475	44.6	55.4	0.8	2.0
Change	79	31	110	8.2	-8.2	0.3	0.3
Classroom Teacher							
1978	22 084	9 246	31 330	70.5	29.5	88.0	68.7
1987	22 985	8 965	31 950	71.9	28.1	87.2	69.6
Change	901	-281	620	1.4	-1.4	-0.8	0.9
Other							
1978	2 526	688	3 214	78.6	21.4	10.1	5.1
1987	2 465	695	3 160	78.0	22.0	9.3	5.4
Change	-61	7	-54	-0.6	0.6	-0.8	0.3
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1987	26 372	12 881	39 253	67.2	32.8	100.0	100.0
Change	1 287	-573	714	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

Table P3: Public School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	8 009	2 545	10 554	75.9	24.1	32.0	19.0
1987	3 064	555	3 619	84.7	15.3	11.6	4.3
Change	-4 945	-1 990	-6 935	8.8	-8.8	-20.4	-14.7
30-39							
1978	9 390	7 264	16 654	56.4	43.6	37.5	54.1
1987	9 647	4 055	13 702	70.4	29.6	36.6	31.6
Change	257	-3 209	-2 952	14.0	-14.0	-0.9	-22.5
40-49							
1978	4 732	2 666	7 398	64.0	36.0	18.9	19.9
1987	9 889	6 414	16 303	60.7	39.3	37.6	49.9
Change	5 157	3 748	8 905	-3.3	3.3	18.7	30.0
50-59							
1978	2 432	860	3 292	73.9	26.1	9.7	6.4
1987	3 464	1 749	5 213	66.4	33.6	13.2	13.6
Change	1 032	889	1 921	-7.5	7.5	3.5	7.2
60+							
1978	490	94	584	83.9	16.1	2.0	0.7
1987	262	71	333	78.7	21.3	1.0	0.6
Change	-228	-23	-251	-5.2	5.2	-1.0	-0.1
Total*							
1978	25 053	13 429	38 482	65.1	34.9	100.0	100.0
1987	26 326	12 844	39 170	67.2	32.8	100.0	100.0
Change	1 273	-585	688	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report their age: 32 women and 25 men in 1978; 46 women and 37 men in 1987.

Table P4: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	446	169	615	72.5	27.5	1.8	1.3
1987	890	210	1 100	80.9	19.1	3.4	1.6
Change	444	41	485	8.4	-8.4	1.6	0.3
1-10 years							
1978	13 065	6 004	19 069	68.5	31.5	52.1	44.6
1987	7 346	1 842	9 188	80.0	20.0	27.9	14.3
Change	-5 719	-4 162	-9 881	11.5	-11.5	-24.2	-30.3
11-20 years							
1978	8 281	5 173	13 454	61.6	38.4	33.0	38.4
1987	11 775	5 886	17 661	66.7	33.3	44.6	45.7
Change	3 494	713	4 207	5.1	-5.1	11.6	7.3
21-30 years							
1978	2 735	1 769	4 504	60.7	39.3	10.9	13.1
1987	5 584	4 217	9 801	57.0	43.0	21.2	32.7
Change	2 849	2 448	5 297	-3.7	3.7	10.3	19.6
31+ years							
1978	558	339	897	62.2	37.8	2.2	2.5
1987	777	726	1 503	51.7	48.3	2.9	5.6
Change	219	387	606	-10.5	10.5	0.7	3.1
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1987	26 372	12 881	39 253	67.2	32.8	100.0	100.0
Change	1 287	-573	714	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

Table P5: Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	13 200	2 645	15 845	83.3	16.7	52.7	19.7
1987	9 242	1 514	10 756	85.9	14.1	35.1	11.8
Change	-3 958	-1 131	-5 089	2.6	-2.6	-17.6	-7.9
Bachelor's							
1978	11 485	9 540	21 025	54.6	45.4	45.8	71.0
1987	15 606	8 925	24 531	63.6	36.4	59.3	69.5
Change	4 121	-615	3 506	9.0	-9.0	13.5	-1.5
Master's							
1978	369	1 236	1 605	23.0	77.0	1.5	9.2
1987	1 464	2 393	3 857	38.0	62.0	5.6	18.6
Change	1 095	1 157	2 252	15.0	-15.0	4.1	9.4
Doctorate							
1978	9	8	17	52.9	47.1	0.0	0.1
1987	19	12	31	61.3	38.7	0.1	0.1
Change	10	4	14	8.4	-8.4	0.1	0.0
Total*							
1978	25 063	13 429	38 492	65.1	34.9	100.0	100.0
1987	26 331	12 844	39 175	67.2	32.8	100.0	100.0
Change	1 268	-585	683	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 41 women and 37 men in 1987.

Table P6: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	188	8	196	95.9	4.1	0.8	0.1
1987	201	23	224	89.7	10.3	0.8	0.2
Change	13	15	28	-6.2	6.2	0.0	0.1
21 000 - 23 999							
1986	749	93	842	89.0	11.0	3.1	0.7
1987	387	63	450	86.0	14.0	1.5	0.5
Change	-362	-30	-392	-3.0	3.0	-1.6	-0.2
24 000 - 26 999							
1986	1 505	214	1 719	87.6	12.4	6.2	1.7
1987	1 408	184	1 592	88.4	11.6	5.5	1.4
Change	-97	-30	-127	0.8	-0.8	-0.7	-0.3
27 000 - 29 999							
1986	2 874	367	3 241	88.7	11.3	11.8	2.9
1987	2 190	335	2 525	86.7	13.3	8.5	2.6
Change	-684	-32	-716	-2.0	2.0	-3.3	-0.3
30 000 - 32 999							
1986	2 386	368	2 754	86.6	13.4	9.8	2.9
1987	2 577	370	2 947	87.4	12.6	10.0	2.9
Change	191	2	193	0.8	-0.8	0.2	0.0
33 000 - 35 999							
1986	2 856	536	3 392	84.2	15.8	11.7	4.2
1987	2 962	439	3 401	87.1	12.9	11.5	3.4
Change	106	-97	9	2.9	-2.9	-0.2	-0.8
36 000 - 38 999							
1986	2 388	1 028	3 416	69.9	30.1	9.8	8.0
1987	2 057	469	2 526	81.4	18.6	8.0	3.7
Change	-331	-559	-890	11.5	-11.5	-1.8	-4.3
39 000 - 41 999							
1986	2 733	1 385	4 118	66.4	33.6	11.2	10.8
1987	2 471	1 083	3 554	69.5	30.5	9.6	8.5
Change	-262	-302	-564	3.1	-3.1	-1.6	-2.3
42 000 - 44 999							
1986	3 273	1 672	4 945	66.2	33.8	13.4	13.1
1987	2 514	1 191	3 705	67.9	32.1	9.8	9.3
Change	-759	-481	-1 240	1.7	-1.7	-3.6	-3.8
45 000 and over							
1986	5 401	7 126	12 527	43.1	56.9	22.2	55.7
1987	8 931	8 634	17 565	50.8	49.2	34.8	67.5
Change	3 530	1 508	5 038	7.7	-7.7	12.6	11.8
Total*							
1986	24 353	12 797	37 150	65.6	34.4	100.0	100.0
1987	25 698	12 791	38 489	66.8	33.2	100.0	100.0
Change	1 345	-6	1 339	1.2	-1.2		
Median Salary							
1986	\$38 033	\$45 763	\$41 196				
1987	\$40 295	\$48 185	\$43 640				

Source: September School Reports, 1986 and 1987.

* Does not include teachers who did not report their salary: 570 women and 90 men in 1986; 694 women and 90 men in 1987.

**Table P7: Public School Boards, Elementary and Secondary:
Distribution of Full-Time Teachers by Highest Teaching Level
and Sex, 1978 and 1987**

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten							
1978	2 109	22	2 131	99.0	1.0	6.6	0.1
1987	2 268	58	2 326	97.5	2.5	7.7	0.2
Change	159	36	195	-1.5	1.5	1.1	0.1
Grades 1-3							
1978	9 531	638	10 169	93.7	6.3	29.6	1.9
1987	8 570	666	9 236	92.8	7.2	29.0	2.6
Change	-1 304	28	-1 270	-0.9	0.9	-0.6	0.7
Grades 4-6							
1978	6 450	4 456	10 906	59.1	40.9	20.1	13.1
1987	5 831	3 641	9 472	61.6	38.4	19.7	14.3
Change	-619	-815	-1 567	2.5	-2.5	-0.4	1.2
Grades 7-8							
1978	4 420	6 368	10 788	41.0	59.0	13.7	18.8
1987	4 530	4 928	9 458	47.9	52.1	15.3	19.3
Change	110	-1 553	-1 722	6.9	-6.9	1.6	0.5
Grades 9-10							
1978	1 013	1 912	2 925	34.6	65.4	3.1	5.6
1987	895	1 172	2 067	43.3	56.7	3.0	4.6
Change	-118	-740	-858	8.7	-8.7	-0.1	-1.0
Grades 11-12							
1978	6 305	12 794	19 099	33.0	67.0	19.6	37.7
1987	5 299	9 015	14 314	37.0	63.0	17.9	35.3
Change	-1 317	-3 604	-4 921	4.0	-4.0	-1.7	-2.4
Grade 13							
1978	2 336	7 722	10 058	23.2	76.8	7.3	22.8
1987	2 191	6 046	8 237	26.6	73.4	7.4	23.7
Change	-145	-2 025	-2 556	3.4	-3.4	0.1	0.9
Total							
1978	32 164	33 912	66 076	48.7	51.3	100.0	100.0
1987	29 584	25 526	55 110	53.7	46.3	100.0	100.0
Change	-4 320	-8 581	-12 901	5.0	-5.0		

Source: September School Reports, 1978 and 1987.

Table P8: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	17	560	577	2.9	97.1	0.2	2.3
1987	47	519	566	8.3	91.7	0.4	2.4
Change	30	-41	-11	5.4	-5.4	0.2	0.1
Vice-Principal							
1978	59	759	818	7.2	92.8	0.6	3.1
1987	145	702	847	17.1	82.9	1.3	3.3
Change	86	-57	29	9.9	-9.9	0.7	0.2
Department Head							
1978	1 328	5 406	6 734	19.7	80.3	12.4	21.9
1987	1 772	5 105	6 877	25.8	74.2	15.7	24.0
Change	444	-301	143	6.1	-6.1	3.3	2.1
Classroom Teacher							
1978	8 728	16 818	25 546	34.2	65.8	81.8	68.2
1987	8 838	14 234	23 072	38.3	61.7	78.1	67.0
Change	110	-2 584	-2 474	4.1	-4.1	-3.7	-1.2
Other							
1978	544	1 108	1 652	32.9	67.1	5.1	4.5
1987	512	698	1 210	42.3	57.7	4.5	3.3
Change	-32	-410	-442	9.4	-9.4	-0.6	-1.2
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1987	11 314	21 258	32 572	34.7	65.3	100.0	100.0
Change	638	-3 393	-2 755	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

Table P9: Public School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	3 239	2 783	6 022	53.3	46.2	30.4	11.3
1987	1 487	845	2 332	63.8	36.2	13.2	4.0
Change	-1 752	-1 938	-3 690	10.0	-10.0	-17.2	-7.3
30-39							
1978	4 149	11 148	15 297	27.1	72.9	39.0	45.3
1987	4 071	4 670	8 741	46.6	53.4	36.1	22.0
Change	-78	-6 478	-6 556	19.5	-19.5	-2.9	-23.3
40-49							
1978	1 814	6 919	8 733	20.8	79.2	17.0	28.1
1987	4 150	10 412	14 562	28.5	71.5	36.8	49.1
Change	2 336	3 493	5 829	7.7	-7.7	19.8	21.0
50-59							
1978	1 201	3 303	4 504	26.7	73.3	11.3	13.4
1987	1 391	4 859	6 250	22.3	77.7	12.3	22.9
Change	190	1 556	1 746	-4.4	4.4	1.0	9.5
60+							
1978	242	448	690	35.1	64.9	2.3	1.8
1987	185	431	616	30.0	70.0	1.6	2.0
Change	-57	-17	-74	-5.1	5.1	-0.7	0.2
Total*							
1978	10 645	24 601	35 246	30.2	69.8	100.0	100.0
1987	11 284	21 217	32 501	34.7	65.3	100.0	100.0
Change	639	-3 384	-2 745	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report their age: 31 women and 58 men in 1978; 30 women and 41 men in 1987.

Table P10: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	407	428	835	48.7	51.3	3.8	1.7
1987	416	316	732	56.8	43.2	3.7	1.5
Change	9	-112	-103	8.1	-8.1	-0.1	-0.2
1-10 years							
1978	6 182	9 687	15 869	39.0	61.0	57.9	39.3
1987	3 998	3 216	7 214	55.4	44.6	35.3	15.1
Change	-2 184	-6 471	-8 655	16.4	-16.4	-22.6	-24.2
11-20 years							
1978	3 086	11 107	14 193	21.7	78.3	28.9	45.1
1987	4 934	9 331	14 265	34.6	65.4	43.6	43.9
Change	1 848	-1 776	72	12.9	-12.9	14.7	-1.2
21-30 years							
1978	821	3 104	3 835	21.4	78.6	7.7	12.2
1987	1 783	7 631	9 414	18.9	81.1	15.8	35.9
Change	962	4 617	5 579	-2.5	2.5	8.1	23.7
31+ years							
1978	180	415	595	30.3	69.7	1.7	1.7
1987	183	764	947	19.3	80.7	1.6	3.6
Change	3	349	352	-11.0	11.0	-0.1	1.9
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1987	11 314	21 258	32 572	34.7	65.3	100.0	100.0
Change	638	-3 393	-2 755	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

Table P11: Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	846	4 217	5 063	16.7	83.3	7.9	17.1
1987	524	2 443	2 967	17.7	82.3	4.6	11.5
Change	-322	-1 774	-2 096	1.0	-1.0	-3.3	-5.6
Bachelor's							
1978	9 009	17 580	26 589	33.9	66.1	84.6	71.4
1987	9 445	15 282	24 727	38.2	61.8	83.7	72.0
Change	436	-2 298	-1 862	4.3	-4.3	-0.9	0.6
Master's							
1978	777	2 733	3 510	22.1	77.9	7.3	11.1
1987	1 286	3 407	4 693	27.4	72.6	11.4	16.1
Change	509	674	1 183	5.3	-5.3	4.1	5.0
Doctorate							
1978	19	82	101	18.8	81.2	0.2	0.3
1987	29	88	117	24.8	75.2	0.3	0.4
Change	10	6	16	6.0	-6.0	0.1	0.1
Total*							
1978	10 651	24 612	35 263	30.2	69.8	100.0	100.0
1987	11 284	21 220	32 504	34.7	65.3	100.0	100.0
Change	633	-3 392	-2 759	4.5	-4.5		

Source: September School Reports 1978 and 1987.

* Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 38 women and 30 men in 1987.

Table P12: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	67	31	98	68.4	31.6	0.6	0.1
1987	52	28	80	65.0	35.0	0.5	0.1
Change	-15	-3	-18	-3.4	3.4	-0.1	0.0
21 000 - 23 999							
1986	158	115	273	57.9	42.1	1.5	0.5
1987	128	81	209	61.2	38.8	1.2	0.4
Change	-30	-34	-64	3.3	-3.3	-0.3	-0.1
24 000 - 26 999							
1986	345	258	603	57.2	42.8	3.3	1.2
1987	275	224	499	55.1	44.9	2.5	1.1
Change	-70	-34	-104	-2.1	2.1	-0.8	-0.1
27 000 - 29 999							
1986	509	378	887	57.4	42.6	4.9	1.8
1987	544	364	908	59.9	40.1	5.0	1.7
Change	35	-14	21	2.5	-2.5	0.1	-0.1
30 000 - 32 999							
1986	491	419	910	54.0	46.0	4.8	1.9
1987	527	421	948	55.6	44.4	4.8	2.0
Change	36	2	38	1.6	-1.6	0.0	0.1
33 000 - 35 999							
1986	525	434	959	54.7	45.3	5.1	2.0
1987	529	407	936	56.5	43.5	4.8	1.9
Change	4	-27	-23	1.8	-1.8	-0.3	-0.1
36 000 - 38 999							
1986	1 080	1 519	2 599	41.6	58.4	10.5	7.0
1987	564	514	1 078	52.3	47.7	5.1	2.4
Change	-516	-1 005	-1 521	10.7	-10.7	-5.4	-4.6
39 000 - 41 999							
1986	1 180	1 468	2 648	44.6	55.4	11.4	6.8
1987	1 091	1 450	2 541	42.9	57.1	9.9	6.9
Change	-89	-18	-107	-1.7	1.7	-1.5	0.1
42 000 - 44 999							
1986	1 039	1 334	2 373	43.8	56.2	10.1	6.2
1987	1 230	1 379	2 609	47.1	52.9	11.2	6.6
Change	191	45	236	3.3	-3.3	1.1	0.4
45 000 and over							
1986	4 939	15 608	20 547	24.0	76.0	47.8	72.4
1987	6 030	16 177	22 207	27.2	72.8	55.0	76.9
Change	1 091	569	1 660	3.2	-3.2	7.2	4.5
Total*							
1986	10 333	21 564	31 897	32.4	67.6	100.0	100.0
1987	10 970	21 045	32 015	34.3	65.7	100.0	100.0
Change	637	-519	118	1.9	-1.9		
Median Salary							
1986	\$44 243	\$47 845	\$46 843				
1987	\$46 285	\$50 124	\$49 228				

Source: September School Reports, 1986 and 1987.

Note: Medians for 1986 and 1987 are calculated from grouped data with different intervals.

* Does not include teachers who did not report their salary: 346 women and 205 men in 1986, 344 women and 213 men in 1987.

Table R1: Roman Catholic School Boards, Elementary and Secondary: Distribution of Educational Staff, by Sex, 1985 and 1987

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1985	13 042	4 690	17 732	73.6	26.4
1987	14 349	4 718	19 067	75.3	24.7
Change	1 307	28	1 335	1.7	-1.7
Secondary					
1987	2 941	3 553	6 494	45.3	54.7

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R2: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1985 and 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1985	254	960	1 214	20.9	79.1	1.9	20.5
1987	283	965	1 248	22.7	77.3	2.0	20.5
Change	29	5	34	1.8	-1.8	0.1	0.0
Vice-Principal							
1985	86	213	299	28.8	71.2	0.7	4.5
1987	115	220	335	34.3	65.7	0.8	4.7
Change	29	7	36	5.5	-5.5	0.1	0.2
Department Head							
1985	4	3	7	57.1	42.9	0.0	0.1
1987	4	1	5	80.0	20.0	0.0	0.0
Change	0	-2	-2	22.9	-22.9	0.0	-0.1
Classroom Teacher							
1985	11 460	3 218	14 678	78.1	21.9	87.9	68.6
1987	12 486	3 232	15 718	79.4	20.6	87.0	68.5
Change	1 026	14	1 040	1.3	-1.3	-0.9	-0.1
Other							
1985	1 238	296	1 534	80.7	19.3	9.5	6.3
1987	1 461	300	1 761	83.0	17.0	10.2	6.4
Change	223	4	227	2.3	-2.3	0.7	0.1
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1987	14 349	4 718	19 067	75.3	24.7	100.0	100.0
Change	1 307	28	1 335	1.7	-1.7		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R3: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1985 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1985	2 189	505	2 694	81.3	18.7	16.8	10.8
1987	2 540	529	3 069	82.8	17.2	17.7	11.3
Change	351	24	375	1.5	-1.5	0.9	0.5
30-39							
1985	5 641	2 321	7 962	70.8	29.2	43.3	49.7
1987	5 558	1 909	7 467	74.4	25.6	38.8	40.7
Change	-83	-412	-495	3.6	-3.6	-4.5	-9.0
40-49							
1985	3 745	1 495	5 240	71.5	28.5	28.8	32.0
1987	4 663	1 823	6 486	71.9	28.1	32.5	38.9
Change	918	328	1 246	0.4	-0.4	3.7	6.9
50-59							
1985	1 287	329	1 616	79.6	20.4	9.9	7.0
1987	1 433	404	1 837	78.0	22.0	10.0	8.6
Change	146	75	221	-1.6	1.6	0.1	1.6
60+							
1985	160	23	183	87.4	12.6	1.2	0.5
1987	132	21	153	86.3	13.7	0.9	0.4
Change	-28	-2	-30	-1.1	1.1	-0.3	-0.1
Total*							
1985	13 022	4 673	17 695	73.6	26.4	100.0	100.0
1987	14 326	4 686	19 012	75.4	24.6	100.0	100.0
Change	1 304	13	1 317	1.8	-1.8		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their age: 39 women and 42 men in 1985; 23 women and 32 men in 1987.

Table R4: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1985	369	126	495	74.5	25.5	2.8	2.7
1987	701	188	889	78.9	21.1	4.9	4.0
Change	332	62	394	4.4	-4.4	2.1	1.3
1-10 years							
1985	4 481	1 427	5 908	75.8	24.2	34.4	30.4
1987	4 829	1 218	6 047	79.9	20.1	33.7	25.8
Change	348	-209	139	4.1	-4.1	-0.7	-4.6
11-20 years							
1985	5 484	2 059	7 543	72.7	27.3	42.0	43.9
1987	5 717	2 017	7 734	73.9	26.1	39.8	42.8
Change	233	-42	191	1.2	-1.2	-2.2	-1.1
21-30 years							
1985	2 336	984	3 320	70.4	29.6	17.9	21.0
1987	2 698	1 168	3 866	69.8	30.2	18.8	24.8
Change	362	184	546	-0.6	0.6	0.9	3.8
31+ years							
1985	372	94	466	79.8	20.2	2.9	2.0
1987	404	127	531	76.1	23.9	2.8	2.7
Change	32	33	65	-3.7	3.7	-0.1	0.7
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1987	14 349	4 718	19 067	75.3	24.7	100.0	100.0
Change	1 307	28	1 335	1.7	-1.7		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R5: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1985 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1985	5 453	518	5 971	91.3	8.7	41.9	11.1
1987	5 410	467	5 877	92.1	7.9	37.8	10.0
Change	-43	-51	-94	0.8	-0.8	-4.1	-1.1
Bachelor's							
1985	7 120	3 366	10 486	67.9	32.1	54.7	72.0
1987	8 386	3 378	11 764	71.3	28.7	58.5	72.1
Change	1 266	12	1 278	3.4	-3.4	3.8	0.1
Master's							
1985	448	781	1 229	36.5	63.5	3.4	16.7
1987	526	836	1 362	38.6	61.4	3.7	17.8
Change	78	55	133	2.1	-2.1	0.3	1.1
Doctorate							
1985	5	8	13	38.5	61.5	0.0	0.2
1987	7	5	12	58.3	41.7	0.0	0.1
Change	2	-3	-1	19.8	-19.8	0.0	-0.1
Total*							
1985	13 026	4 673	17 699	73.6	26.4	100.0	100.0
1987	14 329	4 686	19 015	75.4	24.6	100.0	100.0
Change	1 303	13	1 316	1.8	-1.8		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in 1985; 14 women and 18 men in 1987.

Table R6: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	116	14	130	89.2	10.8	0.9	0.3
1987	95	10	105	90.5	9.5	0.7	0.2
Change	-21	-4	-25	1.2	-1.2	-0.2	-0.1
21 000 - 23 999							
1986	548	103	651	84.2	15.8	4.1	2.2
1987	358	85	443	80.8	19.2	2.5	1.8
Change	-190	-18	-208	-3.4	3.4	-1.6	-0.4
24 000 - 26 999							
1986	1 061	194	1 255	84.5	15.5	8.0	4.2
1987	918	162	1 080	85.0	15.0	6.5	3.5
Change	-143	-32	-175	0.5	-0.5	-1.5	-0.7
27 000 - 29 999							
1986	1 573	217	1 790	87.9	12.1	11.8	4.6
1987	1 429	178	1 607	88.9	11.1	10.1	3.8
Change	-144	-39	-183	1.0	-1.0	-1.7	-0.8
30 000 - 32 999							
1986	1 944	255	2 199	88.4	11.6	14.6	5.5
1987	1 667	252	1 919	86.9	13.1	11.8	5.4
Change	-277	-3	-280	-1.5	1.5	-2.8	-0.1
33 000 - 35 999							
1986	1 461	276	1 737	84.1	15.9	11.0	5.9
1987	1 749	236	1 985	88.1	11.9	12.4	5.0
Change	288	-40	248	4.0	-4.0	1.4	-0.9
36 000 - 38 999							
1986	1 215	339	1 554	78.2	21.8	9.1	7.3
1987	1 055	195	1 250	84.4	15.6	7.5	4.2
Change	-160	-144	-304	6.2	-6.2	-1.6	-3.1
39 000 - 41 999							
1986	1 606	554	2 160	74.4	25.6	12.1	11.9
1987	1 427	370	1 797	79.4	20.6	10.1	7.9
Change	-179	-184	-363	5.1	-5.1	-2.0	-4.0
42 000 - 44 999							
1986	1 777	641	2 418	73.5	26.5	13.4	13.7
1987	1 435	440	1 875	76.5	23.5	10.2	9.4
Change	-342	-201	-543	3.0	-3.0	-3.2	-4.3
45 000 and over							
1986	1 983	2 079	4 062	48.8	51.2	14.9	44.5
1987	3 980	2 749	6 729	59.1	40.9	28.2	58.8
Change	1 997	670	2 667	10.3	-10.3	13.3	14.3
Total*							
1986	13 284	4 672	17 956	74.0	26.0	100.0	100.0
1987	14 113	4 677	18 790	75.1	24.9	100.0	100.0
Change	829	5	834	1.1	-1.1		
Median Salary							
1986	\$35 874	\$43 797	\$38 347				
1987	\$38 390	\$46 964	\$40 679				

Source: September School Reports, 1986 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their salary: 325 women and 56 men in 1986; 236 women and 41 men in 1987.

Table R7: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1987

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten	1 550	26	1 576	98.4	1.6	11.0	0.4
Grades 1-3	4 375	224	4 599	95.1	4.9	31.1	3.6
Grades 4-6	3 357	1 239	4 596	73.0	27.0	23.9	20.1
Grades 7-8	2 509	1 859	4 368	57.4	42.6	17.9	30.2
Grades 9-10	583	707	1 290	45.2	54.8	4.1	11.5
Grades 11-12	1 273	1 342	2 615	48.7	51.3	9.1	21.8
Grade 13	407	755	1 162	35.0	65.0	2.9	12.3
Total	14 054	6 152	20 206	69.6	30.4	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R8: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal	30	99	129	23.3	76.7	1.0	2.8
Vice-Principal	35	146	181	19.3	80.7	1.2	4.1
Department Head	344	705	1 049	32.8	67.2	11.7	19.8
Classroom Teacher	2 400	2 501	4 901	49.0	51.0	81.6	70.4
Other	132	102	234	56.4	43.6	4.5	2.9
Total	2 941	3 553	6 494	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R9: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29	836	602	1 438	58.1	41.9	28.6	17.0
30-39	1 162	1 562	2 724	42.7	57.3	39.7	44.2
40-49	710	1 076	1 786	39.8	60.2	24.3	30.4
50-59	187	271	458	40.8	59.2	6.4	7.7
60+	31	23	54	57.4	42.6	1.1	0.7
Total*	2 926	3 534	6 460	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their age: 15 women and 19 men in 1987.

Table R10: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners	210	165	375	56.0	44.0	7.1	4.6
1-10 years	1 472	1 448	2 920	50.4	49.6	50.1	40.8
11-20 years	931	1 380	2 311	40.3	59.7	31.7	38.8
21-30 years	280	513	793	35.3	64.7	9.5	14.4
31+ years	48	47	95	50.5	49.5	1.6	1.3
Total	2 941	3 553	6 494	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R11: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree	108	134	242	44.6	55.4	3.7	3.8
Bachelor's	2 493	2 798	5 291	47.1	52.9	85.2	79.2
Master's	321	581	902	35.6	64.4	11.0	16.4
Doctorate	5	22	27	18.5	81.5	0.2	0.6
Total*	2 927	3 535	6 462	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their highest degree obtained: 14 women and 18 men in 1987.

Table R12: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000	11	6	17	64.7	35.3	0.4	0.2
21 000 - 23 999	82	72	154	53.2	46.8	2.9	2.1
24 000 - 26 999	176	129	305	57.7	42.3	6.2	3.7
27 000 - 29 999	218	190	408	53.4	46.6	7.7	5.4
30 000 - 32 999	280	238	518	54.1	45.9	9.9	6.8
33 000 - 35 999	222	197	419	53.0	47.0	7.8	5.6
36 000 - 38 999	201	175	376	53.5	46.5	7.1	5.0
39 000 - 41 999	295	302	597	49.4	50.6	10.4	8.6
42 000 - 44 999	229	263	492	46.5	53.5	8.1	7.5
45 000 and over	1 123	1 936	3 059	36.7	63.3	39.6	55.2
Total*	2 837	3 508	6 345	44.7	55.3	100.0	100.0
Median Salary	\$41 323	\$46 500	\$44 307				

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their salary: 104 women and 45 men in 1987.